

A PROGRAM EVALUATION OF A CLIL COURSE AT IED SOFIA CAMARGO DE
LLERAS

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Abstract

Content and Language Integrated Language Learning (CLIL) is considered as a dual focused methodology in which a second or foreign language is used as a medium in the teaching and learning of content. The syllabus and programs designed focusing on the CLIL of frameworks have their objectives articulated with goals and outcomes for teaching and learning. There has been evidence that a curriculum based upon content and topics rather than language functions and structure is efficacious in helping students develop their English in a significant and stimulating manner.

In 2010, in the IED Sofia Camargo de Lleras, a public school for girls located in Barranquilla, Colombia, there was a curriculum evaluation process that determined that the English curriculum was articulated nor with the Institution`s vision or students` needs. For instance, in the EFL classrooms, students` declarative knowledge enabled them describe a rule of grammar and apply it in pattern practice drills and not in meaningful context of use. Worrying about this situation, actions started to be taken to face it. In 2012, a needs analysis was conducted to 10th graders. The results obtained from the data collected called for a Content and Language Integrated language program dealing with those contents that students study in their Personal Development classes. A Content Based pilot course was designed and implemented. The methodological strategies for the design and implementation were the ones proposed by Marsh (2006), Ball (2010), O`Malley & Chamot (1999) and Levelt (1993). To analyze the program`s

coherence and effectiveness, it was necessary to move to the field of evaluation research using qualitative methods to collect and analyze the data (Stufflebeam & Shinkfiel, 2007).

The primary objective of this study is to analyze the extent to which this piloting program design, implementation, and results were articulated to the institutional demands and to the learners' identified needs. Specifically, the study describes how the program planning addressed the assessed needs and institutional purposes and how the content, teaching strategies and types of assessment addressed targeted needs. Another objective is to examine to what extent classroom practice fosters students' speaking skills and personal development awareness as one of the major results from the needs analysis.

Considering the analysis of the data gathered, findings on the study showed that this course designed on CLIL framework allowed, at a policy level, to treat 10 graders at IED Sofia Camargo de Lleras as if they were native speakers. It also provided a space to 'immerse' them in an academic and social context dealing with local and personalized subject matters. The program also addressed the school vision on the aspects related to be the generation of new methodological strategies to enhance students' learning and collaborate in students' personal development.

Key words: Content and language integrated learning approach, program evaluation, speaking skills, personal development.

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INTRODUCTION

In Colombia the relevance of learning a foreign language was not taken into strong consideration until 1994 when the Colombian Ministry of Education in its Ley General de Educación 115 (articles 21-literal M; article 22 -literal L- and article 23) established the necessity of developing communicative skills in a foreign language in primary and secondary levels. This has engendered different actions in order to achieve one of the primary objectives of the law regarding this matter. One of them was the publication of the curriculum guidelines (Ministerio de Educación, 1999) that settles precise guiding principles, learning strategies, competences, methodological and assessment suggestions to conduct and to plan the teaching and learning process of a foreign language. Since then, most schools decided to incorporate English as a foreign language in their primary and secondary curriculum as an answer to globalization demands and the need for a more competitive country. Some other educational changes came later. One of them was the implementation of the National Program of Bilingualism –NPB- (2004-2019). The NPB highlights the need to reevaluate how to teach English in order to meet the national goal emphasized in the Ley 115 (Cardenas, 2006).

One of the actions developed by the NPB was the definition of the national standards based on the Common European Framework (Ministerio de Educación Nacional, 2006). The national standards establish clear learning and teaching objectives that lead to develop communicative competences –linguistic, pragmatic and sociolinguistic- in primary and high school students integrated or combined through the development of “productive skills and receptive skills” (Council of Europe, 2003, p. 13).

The country English foreign language (EFL) teachers now have the aim that, by 2019, they may have been able to have helped their students develop communicative competences in

English and have also increased students' proficiency in English language and strengthened their EFL teaching techniques (Ministry of Education, 2006).

Consequently, the necessity of adjusting the curriculum has arisen in different public schools in order to achieve the national goals and improve the quality of education at least concerning the teaching of English as a foreign language. This curriculum implementation should be coherent with Institutional Educational Project (PEI) demands and the NBP as well. The Institución Educativa Sofia Camargo de Lleras as a public school could not remain unresponsive to these demands and reality. For these reasons actions were taken to meet the governmental policies. One of them was the design and implementation of a CLIL (Content and Language Integrated Learning Language) program.

This paper outlines a research study in the area of evaluation research conducted under the paradigm of action research in the IED Sofia Camargo de Lleras, state school in Barranquilla. It focused on program evaluation as a type of action research. The program evaluated was a CLIL pilot program design targeting a group of 10 graders.

The first chapter presents the purposes behind the study, the statement of the problem and the research questions. It basically introduces the general and specific objectives of this research project. This project's main objective is to analyze the extent the program is articulated to the institutional demands and to learners' identified needs. The results or outcomes will be examined in terms of speaking skills and personal development awareness. The program evaluation model used is the CIPP -Context, Input, Process and Product- (Stufflebeam & Shinkfield, 2007). This model comprises four different stages. Although, many researcher or/and evaluator suggests focusing on only one of the stages, this study found it relevant to evaluate the four stages for a more comprehensible view of the pilot program.

The second chapter comprises a description of the theoretical framework that delimits the study. The relevant literature will primarily focus on the theory behind program evaluation as research emphasizing on the CIPP (Context, Input, Process and Product) model suggested by Stufflebeam (Stufflebeam & Shinkfield, 2007). The literature will also cover needs analysis theory to course design (Richards, 2003; Hutchinson and Waters, 1987; Robinson, 1991) as part of the first stage of the model (Context); Content and language Integrated Learning approach (Brinton, Snow and Weschen, 1989; Ball, 2010; Coyle, Hood & Marsh, 2010) as part of the teaching strategy in the Process stage and speaking skills (Shumin, 2002; Bygate, 1987); Thornbury, 2005; Levelt, 1993) and personal development (Barnes, 1997; The Young Adult Learners Partnership, 2003) as part of the process and product stages.

Chapter three includes information about research methodology: type of research, methods and instruments used to collect data. Two moments of data collected are described: One moment aimed at gathering information during the needs analysis process or context and input evaluation stages and the second moment aimed at collecting evidence during the implementation of the program during the process and product evaluation. This section also presents the program evaluation model, the advantages and disadvantages of the instruments or the techniques used.

The next section (Chapter four) presents the results in terms of context evaluation, input evaluation and process evaluation. There is a deep analysis of the information gathered from the different instruments used (journals, surveys, class observations and interviews to the parties involved) in this section.

Chapter five deals with the discussion of results. It outlines the findings obtained from examining the data collected. As this study is framed in a program evaluation perspective, the discussion takes into consideration those aspects selected to be analyzed within the model. Based

on the nature and extent of the learners' needs and expectation towards the course, the receptiveness of the strategies and procedure planned, the content addressed, the teaching strategies and the types of assessment to achieve the objectives of the course delineated to address the target needs, in this chapter, we can observe how the study reveals that Content and language integrated learning program design and implementation can result comprehensible. Mostly, when one of the objective is to develop speaking skills following the CALLA (Cognitive academic Language Learning Approach) instructional model lesson (Chamot and O'Malley, 1986) combined with the speaking processes suggested by Levelt (1993) and personal development awareness achievement through content and activities around this topic, as the second objective. This speaking skill development will be discussed in terms of utterance fluency acquired through the analysis of speech, breakdown and repair fluencies and also as a sense of an improved confidence when talking. Personal development awareness can be achieved in a classroom when the CLIL theme based typed organized by content units that revolve around activities focusing on this subject are designed to raise consciousness towards the "self" using English as tool to teach. Also, the teacher's role as part of the process is noteworthy to fulfill the objectives.

Chapter six presents the general conclusions that are organized following the research questions as a way to answer them based on all the analysis and the findings. It also highpoints certain recommendations that teachers, researchers and course designers need to take into consideration for further research in the area and those implications regarding teaching strategies when dealing with this kind of program that addresses *speaking skills* and *personal development awareness* objectives.

1. RATIONALE

This section will present the description of the problem, its importance in the context of bilingual education, and the research questions which addressed the study.

1.1 Statement of the problem

In 2008, the Institución Educativa Sofía Camargo de Lleras started a certification of quality management systems and process to evaluate and certify the institution as a whole using an external evaluator (EFQM: European Foundation for Quality Management). The evaluation called for a reconstruction of the institution vision and mission as well as the institutionalization of the pedagogical and philosophical approach but did not cover methodology, classroom practices, learning process or teaching techniques.

Nowadays, IED Sofia Camargo de Lleras mission is to develop young girls with active and creative minds, a sense of understanding and compassion for others and the courage to act on their beliefs. By the end of 2013, it expects to be positioned as a generator of new teaching practices and new ways of learning. Based on the principles of quality and continuous improvement project, the institution seeks to assist students to become autonomous, competent, prepared with ethical, moral and spiritual values (Vision, 2013).

It claims to follow the pedagogical and philosophical approach “Educación, Escuela y Pedagogía Transformadora” by Giovanny Ianfrancesco (2004) (Hence referred to as Transformative Education, School and Pedagogy approach (TESPA)). TESPAs seeks to develop a holistic transformational education based on the idea that a human being discovers meaning, identity and purpose in life through connections to nature, to the community and to values. To live in a holistic manner, education must be centered on the human beings; therefore, its task must be focused on the development of at least these following dimensions: anthropological,

axiological, intellectual, emotional, aesthetic, physical, social and spiritual to have a balance in their lives and grow as a transformational leader (Ilanfrancesco, 2010; Forbes, 2003).

Although, this institution alleges to have been following this pedagogical approach, all teachers and even the administrative staff are aware that the reality is quite different. In most of the classes, an exclusively uni-dimensional cognitive view of the human capacity has been fostered focusing on a conventional educational system. In our classroom, it is implied, conscious or unconsciously, that the student is like a robot that must assimilate information to be prepared for the *Pruebas Saber 11th*.

In 2009, this situation led the school to start a curriculum evaluation through seminars guided by curriculum evaluation specialist from Santillana Formación organization. From the self – evaluation done during the sessions, we could realize that in the EFL classrooms we primarily develop the cognitive dimension focusing on declarative knowledge. In most of our classes, teachers enabled students' declarative knowledge to describe grammar items and apply them in pattern practice drills. Sometimes, the procedural knowledge is used to apply a rule of grammar in a not meaningful way. From time to time, the development of some abilities such as writing, listening, reading and speaking is taken into consideration but focusing on accuracy rather than fluency. In other words, the syllabus is language oriented dealing with topics suggested by course books. The topics and actions proposed to follow are not integrated in a multidimensional way that leads to meaningful learning. Worrying about this situation, actions started to be taken to face it.

In 2011, a decision was taken to move into the area of the ESP (English for Specific Purpose) approach. This program's primarily purpose was meant to improve an existing program (Shufflebeam and Shinkfield, 2007). It was designed based on a needs analysis in order to

develop oral skill through Content Language Integrated Language Learning Instruction (CLIL) focusing on personal development topics. Since this is a program designed to improve practices that will benefit a great community of students, the teacher -and at the same time the English Department Coordinator-, involved in the process decided that the program needed to be evaluated before it became institutionally implemented in order to analyze its coherence, effectiveness or sustainability. Therefore, the program was developed targeting a focus group of 15 graders during a two-term period of the school year.

The theory behind the evaluation program suggests it should be conducted as a research project (Glanz, 2003). Several reasons underpin this decision. The first one is that according to Stufflebeam and Shinkfield (2007), the program evaluation field does not count with so much body of research in order to improve theories flowing from an ongoing process of theory development. Besides, they also argue that research on evaluation is an essential action to guarantee that evaluators improve their services and impact. Second, if a research study of implementation shows that a program has been implemented well and that people look for and continue with it, the program's outcomes may become a focus of an evaluation (Posavac, 2011). Third, in the IED Sofia Camargo de Lleras, there had been no research study whatsoever to assess, discover, analyze, probe or even reflect on forward actions regarding program design or program evaluation. Furthermore, there is no evidence to tell if the educational actions we are taking, plan to take or took are following the right path. Accordingly, it was necessary to perform a formal research on the area with the purpose of providing, at least, some evidence of what could or could not be done to contribute to the educational path students must be immersed in.

Moreover, considering all this theory behind ESP and Content Language Integrated Language Learning Instruction, research actions were required to examine how the process

worked and how the results can find coherence into the institutional pedagogy and at the same time be the blastoff or starting point for future research. According to different theorists, empirical research on content-based instructions is needed in different areas. Program evaluation is one of them (Aguirre & Ramos, 2010; Stoller, 2004).

It is necessary to clarify that in the evaluation literature the term *evaluation research* has been substituted by *program evaluation* by some theorists (Shufflebeam and Shinkfield, 2007). Suchman (1967) considers claims that evaluation research must be conducted as a scientific process in which every participant's effort must be unbiased. Research evaluation will provide essential information to plan actions to improve a program.

In order to conduct this research evaluation, the model CIPP (Context, Input, Process and Product), suggested by Stufflebeam (1987), was chosen due to its specific purpose and holistic view. It is a model that leads the evaluator to focus on the improvement of a program rather than proving if it is worth it or not.

If we take into consideration all the aspects above, this led to a great deal of research questions. However, narrowing the parameters and leaving other areas for future research, the research questions for this proposal are as follows.

1.2 Research questions

The primary research question in this study is:

To what extent are the program design, implementation, and results (in terms of speaking skills and personal development awareness fostering) articulated to the institutional demands and to learners' identified needs?

The major research question is followed by secondary questions:

- To what extent does the program planning address the assessed needs and institutional purposes?
- How do the strategies, resources and procedures of the program help to address the targeted needs?
- In what way does the program content, teaching strategies and types of assessment address the targeted needs?
- To what extent do classroom practices foster speaking skills and personal development awareness?
- To what extent will the institution support the program in order to achieve the program goal?

1.3. Objectives

1.3.1 General objective

This study aims at:

Analyzing the extent to which the CLIL level 3 program design, implementation, and results (in terms of speaking skills and personal development fostering) are articulated to the institutional demands and to the learners' identified needs

1.3.2 Specific objectives

- To describe how the program planning addresses the assessed needs and institutional purposes.
- To describe how the strategies, resources and procedures of the program help to address the targeted needs.

- To characterize in what way the program content and teaching strategies and types of assessment address the targeted needs.
- To describe to what extent the classroom practice foster students' speaking skills and personal development awareness.

This chapter presented the purpose of the study along with the research questions and objectives. I hope it will help to show the rationale for the project fundamental nature that aims at analyzing to what extent the program under evaluation is articulated to IED Sofia Camargo de LLeras institutional demands and to 10th graders' identified needs.

2. THEORETICAL FRAMEWORK

The theoretical framework of this study, as discussed below, has been derived from a search of theoretical models relevant to the study. The relevant literature of it will mainly focus on the theory behind program evaluation as research focusing on the Context, Input, Process and Product model suggested by Stufflebeam. The theoretical framework that underpins the four phases of the model will be described attending to the model of program evaluation designed for the study. It means that the literature will cover needs analysis theory to course design, Content and language Integrated Learning approach (teaching strategies and resources), Speaking skill, assessment and personal development.

2.1 Program evaluation

A program is a set of planned activities directed toward bringing about specified changes in an identified audience (Smith, cited by Owen 2007). An educational program emphasizes the acquisition of skills, information and attitudes typically provided through formal learning settings by schools, colleges and the like.

Although the terms *assessment* and *evaluation* are many times used interchangeably, according to Nunan (1990), they must be used differently. In the field of language, assessment refers to “a process for determining a learner’s proficiency” (p. 27) whereas evaluation refers to the “process of collecting and interpreting information about an educational program” (p.27).

There are informal and formal evaluations. An aspect that distinguishes informal evaluation from formal evaluation is the area of methodology. Informal evaluations do not follow a structured procedure: they are parts of everybody’s life without a rigorous process but formal evaluation deals with complex area of epistemology, information, science, research design, communication and some others (Owen, 2007). This is the dimension where program evaluation

makes its route. Program evaluation due to its systematic and rigorous process is categorized as formal evaluation.

Program evaluation is an important field of professional practice in its early developmental stages. It examines a program's goals, structure and process, especially if the evaluation is to contribute to program improvement or adoption and adaptation by other service providers (Lodico, Spaulding, & Voegtle, 2010). It also helps to plan and guide programs towards successful outcomes (Fitzpatrick, et al., 2004).

2.1.1 History of the program evaluation field. Program evaluation evidences seven differentiated ages that have been compiled in order to note the most significant developments in educational programs (Madaus, Stufflebeam & Kellaghan, 2000;Hogan, 2007):

(a) *Age of reform: The Pre-Tylerian period (1792- 1900's)*. William Farish was the first one who documented a formal use of evaluation in 1792. According to Haskin cited by Hogan (2007), he used the quantitative mark to evaluate students' performance. This was important to the achievement of program evaluation as a discipline for these two factors: (a) it was the first step in the development of psychometrics and (b) it was helpful to measure technical competences in subject areas. During this period British education was reformed through evaluation to improve reading, spelling and arithmetic programs that would have an effect on teachers' salary. In the United States, the early methods started in 1815 when the army set up a system of policies to standardize production processes. In education, formal evaluation was recorded by Boston in 1845 through printed tests of different subjects to evaluate the quality of large schools. In 1895, Joseph Rice, in New York, conducted a formal evaluation to confirm that students' learning was deficient.

Both Boston and Rice surveys gave publicity to the survey technique as a mean of collecting and analyzing data to improve school policies and overcome deficiencies.

(b) *The age of efficiency and Testing (1900-1930)*. Fredrick W. Taylor's work on scientific management became significant to the eyes of administrators in education (Biddle and Ellena, cited by Hogan, 2007). His work was based on not only observing and measuring but analyzing the data collected (Russell & Taylor, 1998). The incorporation of objective-based tests was used to determine the quality of instruction. During this period, educators viewed measurement and evaluation as substitutes. Evaluation focused more on summarizing students' test performance and assigning grades (Worthen, Sanders, & Fitzpatrick, 1997).

(c) *The Tylerian Age (1930-1945)*. From the early 1930, Ralph Tyler, considered the father of educational evaluation, started making considerable contributions to evaluation. He devised the term *educational evaluation* and published an innovative view of curriculum and evaluation. Tyler directed an Eight-Year Study (1932-1940) which assessed the outcomes of programs in 30 high schools. He defined *evaluation* as determining whether or not objectives had been achieved. According to his definition, evaluators were supposed to help curriculum developers explain the students' behaviors in terms of objectives (Worthen, Sanders, & Fitzpatrick, 1997). Tyler developed an approach based on direct measure of achievement as opposed to indirect approaches. His participation in the *Progressive education Movement* launched in the development of New Deal Program during Roosevelt presidency granted him the opportunity to publicize his approach. This stage cut advantages over other approaches to the extent of exerting a

considerable influence on how educators and other evaluators view education in the next twenty five years.

(d) *The age of innocence (1946 to 1957)*. In the following years, Tyler's approach was fully discussed but not so much applied. In the United States, in the mid 1940's, people were moving beyond the war (World War II) and great depression. According to Madaus et al, (2000) there was a period of great growth on educational offerings, personnel, and facilities. No attention was given to accountability of national funds spent on education. During this period, Tyler's view of evaluation was rapidly adopted. Bloom, Engelhart, Furst, Hill, and Krathwohl (1956) gave objective based testing advancement when they published the Taxonomy of Educational Objectives. The authors specified that within the cognitive scope there were various types of learning outcomes. Objectives could be classified according to the behavior of the learner and the hierarchical relationship among the numerous types of outcomes. Besides, they indicated that tests should be designed to measure each type of outcome (Reiser, 2001).

(e) *The age of Development of Realism (1958-1972)*. In this era, the purpose of evaluation changed dramatically, program evaluations were introduced to measure the success of the new curricula. During this period, four approaches were represented in the evaluation. First, the Tyler approach was used to define objectives for the new curricula and assess the extent to which the objectives were realized. Second, the emergence of standardized criterion-referenced testing was developed to improve the relation between objects and contents (Reiser, 2001). Third, the judgment approach to rate proposals. Finally, the introduction of curriculum evaluation through the use of field experiments was undertaken (Stufflebeam & Shinkfield, 2007).

(f) *The age of Professionalism (1973-1983)*. During the 1970's, evaluation emerged as a profession. However, evaluators were a little bit uncertain of their role. Concerns focused on whether they should be researchers, testers, reformers, administrators, teachers or consultants and what qualifications they should possess (Stufflebeam et al., 2000). Although, there were no professional organizations devoted to evaluate, a number of journals about evaluation in education and other fields were published. Many universities began to recognize the importance of evaluation by offering courses in evaluation methodology. New techniques and methodological approaches were introduced.

(g) *The Age of Expansion and Integration (1983-Present)*. By the early 1990's, the field of evaluation expanded and became more integrated. Professional associations were developed along with evaluation standards. In addition, the Joint Committee on Standards for Educational Evaluation in New York developed criteria for personnel evaluation. Different and many evaluation approaches have emerged since the 1930's and range from simple checklists of suggestions to comprehensive guidelines.

2.1.2 Evaluation approaches. Stufflebeam and Shinkfield (2007) classify evaluation approaches or models into five categories:

(a) Pseudo-evaluation approaches. These approaches are motivated by political objectives. They are used to mislead constituents or to gain and maintain an unfair advantage over others.

(b) Quasi-evaluation studies. These types of approaches tend to narrow an evaluation scope. Some are conducted by questions. Others are conducted by controlled experiments, procedures or models.

(c) Improvement and accountability-oriented evaluation approaches. They stress the needs to fully assess a program's value. They use multiple qualitative and quantitative methods to provide cross-checks in findings.

(d) Social agenda and advocacy approaches. They aim at increasing social justice. It seems to ensure that all members of society have equal access to educational and social opportunities and services.

(e) Eclectic evaluation approaches. They are quite often a combination of different doctrines, schools and models applied to a study. Thus, evaluation research is considered the most common use of action research. Educational leaders are likely to engage in evaluation research because "they are involved in assessing a variety of educational concerns such as special program, methods of teaching, and instructional materials" (pp. 11-12).

2.1.3 Context, Input, Process, Product Model (CIPP Model). Daniel L. Stufflebeam, who presided over the Phi Delta Kappa National Study Committee on Evaluation, brought in a model of evaluation known as the CIPP (Context, Input, Process and Product) model. This is within the Improvement and Accountability-oriented evaluation approaches (Cook, 2009). When applied to education, CIPP aims at determining if a particular educational effort has resulted in a positive change in school, college, university or training organization. A main aspect of the Stufflebeam's model focuses on decision making about the program introduced. In order to pursue its goals, the model suggests certain tasks:

- Delineate what is to be evaluated and determine what information needs to be collected
- Collect the information using selected techniques and methods

- Provide or make available the information (in the form of tables, graphs) to interested parties.

- Decide whether to maintain, modify or eliminate the new curriculum or program. Information is obtained by conducting the following 4 types of evaluation: context, input, process and product.

Stufflebeam's model of evaluation relies on both formative and summative evaluation to determine the overall effectiveness a curriculum program.

2.1.3.1 Phases of the CIPP model. CIPP refers to the four phases of the evaluation process: Context, Input, Process and Product.

(a) *Context Evaluation*

The purpose is to provide a rationale for the objectives. The evaluator research defines the environment in which the curriculum is implemented which could be a classroom, school or training department. S/he determines the needs of students towards learning and if the need assessment is towards the institutional and learners' need. It also establishes if the needs were met or not and reasons why the needs are /are not being met (Stufflebeam & Shinkfield, 2007).

(b) *Input Evaluation*

Its purpose is to provide information for determining how to use resources to achieve the program's objectives. The resources of the school and various designs for carrying out the program are considered. At this stage the evaluator decides on procedures to be used. Unfortunately, there is a lack of methods for input evaluation in education. The prevalent practices include committee deliberations, appeal to the professional literature, the employment of consultants and pilot experimental projects.

(c) *Process Evaluation*

It is the provision of periodic feedback while the curriculum is being implemented.

Process is defined as “monitoring, describing the context and population of the study, discovering the extent to which treatment or program has been implemented, providing immediate feedback of a formative type, and the like” (Merrian, 1998 p. 33).

(d) *Product Evaluation*

Data is collected to determine whether the curriculum managed to accomplish achievement. Product evaluation involves measuring the achievement of objectives, interpreting the data and providing with information that will enable them to decide whether to continue, terminate or modify the new curriculum. Based on these findings the decision may be made to implement the program in the institution.

These four phases described above are the ones suggested by Stufflebeam (1987) model. However, when using his model in The Self-help Housing Project evaluation process, he includes the categories described below to evaluate the program in a more comprehensive way (Stufflebeam & Shinkfield, 2007).

(d) *Impact evaluation*

Data is collected to examine the program reach and impact on the target audience. The intention is to establish the degree of the result in terms of affect in the beneficiaries and views of the community determining the extent of the program. It is necessary to write influence evaluation reports and put forward specific improvement measures presented to the principal and recognized stakeholders.

(e) *Effectiveness of the evaluation*

Data is collected to assess the quality of results and the importance of evaluation. It includes accessing the major stakeholders, such as community leaders, beneficiaries, program leaders and staff, other relevant bodies to understand their program for evaluation of the results.

(f) *Sustainability Assessment.*

Data is collected to analyze to what extent, the program has successfully institutionalized and will long continue to be implemented. It includes contacting program leadership and staff on the success of the program which will go on the sustainable implementation to review the effectiveness of the relevant beneficiary need program planning, program costs, finance, personnel arrangements and other information.

(g) *Transportability*

Data gathered is used to analyze to what extent the program has been and will have been successfully adapted and applied elsewhere. It means if it can be used in other different scenarios from where it was actually implemented.

2.1.3.2 Advantages of the model. The model per se was created to help program and leadership personnel to collect information about the program and to use that information to improve the program. According to Cook (2009), the CIPP model is the most widely used to evaluate educational programs. It is an adaptation of the goal of Taylor's model needed to establish a new evaluation model for the curriculum decision-making to offer helpful information in order to improve a program rather than probe if it works or not.

The CIPP Evaluation Model is quite simple and complete. Although it has several phases, one would not often have every part in a single evaluation. Besides, the model allows using it in two different ways: As four distinct kinds of evaluation –Context, Input, Product and Input- or as steps or stages in a comprehensive evaluation model. Payne (1994) advocates that CIPP Model is,

in general, useful when focusing on some very important evaluation questions and issues and to think about some different stages or aspects of the program evaluation.

Besides, for this study, it seems to be the most complete model or approach to address the research questions in order to organize and analyze the data collected in a very comprehensive way.

2.1.4 Program Evaluation as research. In the 1970's, the term *evaluation research* was very popular to refer to an evaluation that is judgment based on an empirical research and subject to the criteria of sound research, especially reliability and validity. Nowadays, this term has been replaced by evaluation or program evaluation. "Evaluation research" was introduced by Suchman in 1975. He emphasized the need to assess program in relation to their practical settings (Shufflebeam and Shinkfield , 2007). He stated that evaluation researchers must consider relevant values. In this area, he stressed that evaluators should use whatever techniques are available and appropriate to the circumstances and needs of a particular evaluation study (Lynch, 1996). From this perspective, evaluators are basically researchers.

Evaluation research is defined as a procedure to collect and analyze data to provide the worth of an activity related to social fields in order to make a decision (Glanz, 2003; Shufflebeam & Shinkfield, 2007). It is worth valid to mention for the purpose of this study that evaluation research would be considered as one possible use of action research based specifically on the point of view of different authors that share almost the same opinion as Glanz: A goal of evaluation research is to assess the quality of a particular practice of program in a school.

Evaluation research is very much involved in addressing a specific problem. Suchman and Tyler viewed evaluation research as applied research and saw its purpose as determining the extent to which a specified program is achieving the desired results (Cited by Lynch, 1996;

Stufflebeam & Shinkfield, 2007). These results should be surmised to help make sound decision regarding the program's future. Besides, they both agreed that the most identifying feature is that it has goals or objectives whose measure of attainment constitutes the main focus of the research problem. Lynch (1996) also advocates that applied linguists should concern themselves with program evaluation because there is a need for language education programs to be evaluated by an internal or external quest for program improvement.

According to Glanz (2003) evaluation research can be divided into three types: Procedural evaluation, Product evaluation, and Program evaluation. Program evaluation contributes to the overall effectiveness of the school organization. Procedural evaluation assesses personnel's competences (teachers and staff). Product evaluation is concerned with the evaluation of facilities and equipment, financial plans, school resources and instructional materials.

A program evaluation theory is a coherent set of conceptual, hypothetical, pragmatic and ethical principles forming a general framework to guide the study and practice of program evaluation. There are two types of theories of program evaluation: general and specific. The difference among them is that specific theories would have many of the same characteristics as a general theory but they are limited or restricted to particular substantive areas, location or time periods (Posovak, 2011).

A sound program evaluation theory has six main features: overall coherences, core concepts, tested hypotheses in how evaluation procedures produce desired outcomes, workable procedures, ethical requirements and a general framework for guiding program evaluation practice and conducting research on program evaluation. Program evaluation theory is only one part of evaluation theory in general. It goes through many disciplines and fields as one of the most fully developed and important parts of the broaden evaluation field.

Theorists have proposed different models describing how and what should be involved in evaluating a program. Models are practical because they delineate the structure of an evaluation, what concepts to study and the procedures to be used to dig out important information (Spaulding, 2008). It has been a great advancement on different models and approaches to conduct program evaluation but these constructions have not been accompanied by a substantial amount of related empirical research.

2.2. Needs analysis

“One of the basic assumptions of curriculum development is that a sound educational program should be based on an analysis of learners’ needs. Procedures used to collect information about learners’ needs are known as needs analysis” (Richards, 2003, p. 51). Needs analysis emerged in the 1960’s as a necessary phase in planning educational programs. Since then, it has been part of the widespread philosophy of educational accountability (Stufflebeam, McCormick, Brinkerhoff, & Nelson, 1985).

Needs analysis was introduced into language through the ESP (English for Specific Purpose) movement. The ESP approach to language teaching began as a response to the need to prepare growing numbers of non-speaking background students for studies at American and British universities from the 1950’s. According to Hutchinson and Waters (1987), the differences between General English and ESP approach is “in theory nothing, in practice a great deal” (p. 53). In theory, some people describe these approaches as simply being the teaching of English for any purpose that could be specified. All EFL (English as a Foreign Language) courses are based on perceived or detectable needs of some kind, even if it is to pass an exam. In practice, what really differentiates General English (GE) from ESP “is not the existence of such needs but rather

an awareness of the needs” (p.53). ESP courses should be based on an analysis of the learner’s needs. This analysis would be used to determine the teaching of English.

In other words, when a teacher is aware of the learner needs and the target situation in which the learner will use English to communicate is what distinguishes the ESP learner from the learner of a general course. Besides, recognizing and targeting students and context particular needs is what makes a course unique and different from any other. In this particular situation, the teacher must conduct all the objectives, activities and materials towards these specific needs. As Robinson (1991) states, ESP develops from a needs analysis, which “aims to specify as closely as possible what exactly is that students have to do through the medium of English” (p.9).

Particularly, if we decide to opt for the ESP approach rather than general EFL approach when teaching any course, we need to make decisions based more on what our students needs are rather than on our own needs as teachers. We should take into consideration that syllabus design must be based on the selection of content, material and language relevant to our specific group of students. Learners’ motivation would be aroused if they feel that what they are learning meet their specific needs (Dudley-Evans & St. John, 2007; Holmes, 1987; Hutchinson & Waters, 1987 Robinson, 1991). Besides, the specific needs of the target situation and of the individuals concerns would lead you to define what type of course we might attempt to develop in order to be classified in any of the branches of ESP that Robinson suggests.

Hutchinson and Waters (1987) stress on the distinction between need, target needs and learning needs. In the language centered approach, needs is the ability to comprehend and produce the linguistic features of the target situation. Target needs are delineated as what the learner needs to do in a target situation and learner’s needs are what the learner needs to do in order to learn.

Target needs is better to” be looked at it in terms of necessities, lacks and wants of the learner” (Hutchinson and Waters,1987, p. 55). Necessities will be the kind of need specified by the demands of the target situation. In other words, what the learner has to know in order to function effectively in the target situation. Lack is the necessity defined first by observing what the learners already know in order to determine which the necessities are. Wants focuses on the learner’s view: his/her involvement, wishes and feelings as well. In other words, what is important is that the ESP course designer or teacher is aware of such differences and takes them into account in material and methodology. It is more than identifying the linguistic features of the target situation.

To gather information target needs focuses on questions related to why the need of English, how English will be used, what the content areas will be, who the language will be used with, and where and when it will be used. Interpretation of these needs can vary according to the particular point of view of the respondent.

Learning needs are considered by different researchers as the route teachers or syllabus designer would choose to know how they are going to get from the starting point to the destination. Here, the whole ESP process is concerned not with the knowing or doing but with learning. Therefore, courses must be designed on target objectives and learning objectives.

Learning needs focuses on questions related to who the learners are, why the learners are taking the course, how they learn, what resources are available, and where and when the ESP course will take place.

According to Hutchison and Waters (1987), there are a number of ways in which information about target and learning needs can be gathered. The most frequent are questionnaires, interviews, observations, and informal consultation with sponsors, learners and

others. The choice will depend on time and methods available. It should be a continuing process in which the conclusion drawn are checked and reassessed constantly.

Practitioners must create their own material for the class, although there are complex and various texts at a high degree of specialization, not for a particular purpose, indeed. Therefore, s/he is mainly a materials provider -“selecting material that is available, adapting it as necessary and supplementing it where it does not quite meet the learners’ needs-although in some cases it is more appropriate to use authentic materials that learners can provide” (Dudley-Evans & St. John, 2007, p. 36)-. In ESP courses, materials reflect the teachers’ awareness of the problem of her/his own students. Still, these materials need to be prepared carefully and consistently. Consequently, learners’ role features a more motivated student because they learn something more relevant to their interest.

Featuring and distinguishing ESP from General purpose courses affect the degree of specificity that is appropriate to any particular course, but we need to be also aware that ESP has traditionally been divided into two main areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). From this division, there would be other subdivisions: From the first branch, we might have English for Science and Technology, English for Medical Purposes, English for Management, Finance and Economics. From the second branch, English for professional Purpose and English for Vocational Purpose -See Robinson (1991) to get more information about this classification-. However, as Dudley-Evans and St. John (2007) object “Does a precise classification really matter? Undoubtedly, any attempts at classification lead to overlap and potential confusion, but in our view it is important to make the attempt to define and classify what we mean by ESP” (p.9). By “we” we can infer that they mean the teacher that is in charge of an ESP course.

In short, ESP course design –needs analysis- is a complex process that goes beyond what learners need to do in the target situation. Both target needs and learning needs must be analyzed. Analysis of target needs deals with language use. This analysis can tell us what people do with the language. Learning needs analysis will tell us how people learn to do what they do with the language.

It is necessary to mention that needs analysis or needs assessment correspond to context evaluation in the CIPP model proposed by Stufflebeam (1987). The model suggests that in this stage of program evaluation, it should be included if the needs are met or not and reasons why the needs are /are not being met.

2.3 Content and Language Integrated Learning (CLIL) instruction

2.3.1 Towards a definition of CLIL. In English, CLIL is defined as an approach in which both curriculum content and English are taught in the same settings. “It is a means of teaching curriculum subjects through the mediums of language still being learned” or as “means of teaching English through the study of a specialist content” (Graddol, 2006, p. 86). Marsh (2002) considers CLIL as a dual focused educational context in which a second or foreign language is used as a medium in the teaching and learning of content. Attention can be either on a particular subject or linked to language.

CLIL entails students learning subjects such as math, social science, natural science or geography through the medium of a foreign language. Other related terms include *Content-based instruction*, *English across the curriculum*, and *Bilingual education*. CLIL settings allow, as a matter of policy, to treat the students as if they were native speakers, and to ‘immerse’ them in an academic and social context that attempt to replicate, as far as possible, the type of educational

conditions and experiences that a native-speaker student could expect to experience. This forces teachers and students to interact with materials, which have been designed for native speakers.

2.3.2 History of CLIL. Content-based learning, as it used to be called, has a long history. It started first in Ancient Rome. Greek people from high classes, tended to teach different subjects in Greek. In the 18th century, Europe started to incorporate different subjects taught in language different from the native speaking country (Stryker & Leaver, 1997). Russia was one of the first countries that implemented a variety of forms of content-based instruction in second language education (Grabbe and Stoller, 1997)

In more recent times, in Britain, as in Tsarist, Russia, Finishing Schools demanded their girl students to take some subjects exclusively through the means of French in order to complete their education (Ball, 2010). As a response to this, French became the first existing language for academic study, and the ideal complement to a systematic knowledge of Latin. After the war, this practice became more public and more extensive, but mainly in regions next to the western borders where there were distinguishing linguistics features: “The aim was to turn the children into bilinguals by enabling them to acquire proficiency comparable to native speakers. The term often used was ‘bilingual teaching’” (Ball, 2010, p 4). Immersion learning experiments on this practice became important in Canada during the 1970s and 1980s. They started as a result of English-speaking parents living in Quebec who estimated that proficiency in French was essential in a French-speaking environment. This project was the starting point to future interesting research, particularly from the teaching perspective. It has stimulated research into immersion teaching and has stimulated a whole range of experimental activity, particularly in Europe.

In 1994, the acronym CLIL was originally defined and launched in 1996 by UNICOM, University of Jyväskylä in Finland and the European Platform for Dutch Education. It first meant

to describe educational methods to teach subjects through a foreign language with dual-focused aims, explicitly the learning of content and the synchronized learning of a foreign language. As CLIL was moving, the term ended up becoming a generic *umbrella term* to cover a series of different approaches in different educational contexts.

2.3.3. Content of learning and language learning in CLIL. According to Ball (2010), Content and Language Integrated Language needs to deal with real content. Real content features continuity, and conceptual (thematic) sequencing. It must be the first step to start a CLIL course.

As CLIL practice appears to be most widespread at secondary level context, Brinton, Snow and Weschen (1989) state that all subjects are considered appropriate or workable for CLIL. Nevertheless, there are tendencies to teach science or social science subjects the most. In primary and secondary school, CLIL can work on students' cognitive process by introducing concepts in terms of reality or discovery efficacy. Knowledge is introduced as a set of categories, reflected by the extension of the school syllabus into Mathematics, Languages, Social Science (historical and geographical), Natural Science (environmental, biological), Art, Physical Education and possibly Ethics or Religion, depending on the country. For reasons of timetable crowding, the primary language syllabus can offer one hour or two hours per week in the target language, through CLIL, the hours can be easily lengthened.

However, the concept of what constitutes content in CLIL settings is much more flexible than selecting a discipline from a traditional school. While curricular subjects such as those might be appropriate for some CLIL programs, contextual variables (learning environment, students' needs, social demands, age of learners, language support, teacher's availability, among others) can mean that a different choice of content is more appropriate. In other words "what exactly is meant by 'content' will depend on the context of the learning institution" (Coyle, Hood & Marsh,

2010, p. 28). Content can range from a delivery of elements taken directly from statutory national curriculum to a project based, but no matter what subject is to teach the curriculum must be designed into three blocks: Conceptual content (topics, theme, concepts), Procedural Content (Subject related skills) and Moral basis of content (Attitudes) (Ball, 2010).

In CLIL, it is implied that for content learning to be effective learning, students must be cognitively engaged. CLIL teachers have to consider how to actively involve learners to enable them to think through and articulate their own learning. Coyle et al, (2010) consider that in a CLIL classroom, learners need to: be made aware of their own learning through developing metacognitive skills; required to work in groups questioning and problem solving; work cooperatively with each other in order to make use of each other's areas of strength and compensate for weaknesses; and a cognitive engagement that leads to higher order thinking. Teachers must help to develop these skills as well as life skills, such as dealing with the unexpected, observational skills and constructing knowledge guided by values and convictions (Van Lier, cited by Coyle et al, 2010).

For content learning, it is necessary to develop cognitive skills in order to have student engaged to think through and articulate their own learning. Effective content learning has to take into account not only the defined knowledge and skills within the curriculum or thematic plan but also how to apply these through creative thinking, problem solving and cognitive challenge. According to Coyle et al (2010) and Ball (2010), young learners need a knowledge base which is continually growing and changing and to know how to use it throughout life. They need to know how to think, to reason, to make informed choices and to respond creatively to challenges and opportunities in order to construct a framework that help them to interpret meaning and understanding.

In CLIL settings, language learning is contextualized within authentic context for use because it works under the principles of communicative language learning that are summarized by Marsh (2002) as follows:

- Language is a tool for communication.
- Language progression is recognized as meaning-making and not grammatical progress.
- The goal is language using as well as language learning.
- Diversity is recognized and accepted as part of language development.
- Culture is instrumental.

In other words, the goal of language learning involves language using. It emphasizes the importance of using language in authentic interactive settings in order to develop communicative skills rather than focusing almost exclusively on grammar. “Students have to be able to use the vehicular language to learn content other than grammatical forms; otherwise this would not be CLIL” (Coyle et al, 2010, p. 33).

In order to adopt a CLIL approach, it is necessary to understand language learning throughout three interrelated perspectives: Language of learning, language for learning and language through learning (Ball, 2010; Coyle et al, 2010).

Language of learning. The language needed for learners to access basic concepts and skills relating to the subject theme or topic. It means that the learners need to acquire language specific to subject and thematic content.

Language for learning. It focuses on the kind of language needed to operate in a foreign language environment. Learners need strategies to enable them to use the foreign language effectively. For Mohan (1986), Nunan (1991) and Van Lier (1996), the learners need to be

supported in developing speaking or conversation skills that allow them to ask questions, debate, chat, as well as cognitive and socio affective skills that allow them to think, memorize, etc. They discuss that developing a repertoire of speech acts which relate to the content, such as describing, evaluating, summarizing, drawing conclusions, among others are crucial for tasks to be carried out effectively. These strategies must be see-through in the teaching and learning process.

Language through learning. It is based on the principle that effective learning cannot take place without active involvement of language and thinking. When the learners are encouraged to articulate their understanding, then a deeper level of learning takes place. The CLIL classroom demands a level of talk, of interaction of dialogic activity that demands meaning: new meaning is likely to require new language. This emerging language needs to be apprehended, recycled and developed strategically by teachers and learners. In other words, learners need language to support their thinking processes while acquiring new knowledge as well as to progress their language learning. This all means that

Students need to communicate with the teacher, one another, or texts, in order to access or apply content. In so doing: the cognitive demand of tasks requires students to call upon their existing knowledge, concepts, skills and strategies... Research indicates that strengthening and making connection amongst concepts and knowledge increases learning and retention.

(Met, 1998: 38).

2.3.4 Dimensions. Marsh et al (2001) in the book *Profiling European CLIL Classrooms* outline six dimensions that encompass the scope and range of CLIL practice. These are: The cultural dimension, the environment dimension, the language dimension, the content dimension, and the learning dimension.

In terms of the cultural dimension, CLIL attempts to build intercultural knowledge and understanding, develop intercultural communication skills, learn about specific neighboring

countries/regions/minority groups and introduce the wider cultural context (Ball, 2010). In terms of the environment, CLIL would prepare for internationalization and enhance school profiles. In terms of language, CLIL is seen as helping to improve overall target language competence, developing oral communication skills, deepening awareness of both mother tongue and target languages, developing plurilingual interests and attitudes and introducing a target language. In terms of content, CLIL would provide opportunities to study content through different perspectives, access subject-specific target language terminology, and prepare for future studies and/or working life. In terms of learning, CLIL aims at complementing individual learning strategies, diversifying methods and forms of classroom practice, increasing learner motivation.

Coyle (2007) sketches out that a CLIL curriculum is supported by the four C's: *Content*: progression in knowledge, skills and understanding related to specific elements of a defined curriculum; *Communication*: using language to learn/learning to use language; *Cognition*: thinking skills which link concept formation (abstract and concrete), understanding and language processing); *Culture*: alternative perspectives, shared understandings, deepening awareness of otherness and the self (Coyle, 2007; Coyle, Hood & Marsh, 2010).

2.3.5 Basic Types of CLIL Methodology. According to Ball (2010), these are the most common types of CLIL:

(a) *Topic based language classes*. The teacher plans her teaching around a series of themes/topics, thus moving away from the structural linguistic approach.

(b) *Theme blocks or embedding*. Studying part of a subject from some part of the academic year in the target language. The subject teachers may decide together which part might be the best to use.

(c) *Didactic units*. The language class consists of a series of thematic units or topic based work.

(d) *Entire course*. Various subjects or modules in the foreign language.

(e) *Bilingual syllabus*. Where the students take half of their subjects in the target language.

(f) *Immersion school*. Where the medium of the school is a foreign or second language embedded in native settings.

(g) *Shelter courses*. Tertiary settings where students study L2 but are given support classes in the L1 language.

(h) *Adjunt courses*. There is interdepartmental cooperation written into the course: the language teacher works on subject aspects and subject teachers work on the subject.

(i) *LAC (Language across the Curriculum)*. All subject teachers are trained in linguistic aspects of subject teaching.

In primary and secondary schools, there is theoretically no limit to the types and combinations of CLIL practice.

2.3.6 CLIL Teachers. There have been controversial discussions to decide who can be a CLIL teacher. In many countries decisions are based on governmental policies where teachers must graduate with a specialist subject and a foreign language qualification to teach. Other countries have opted to train language teacher on the subject to teach. In those countries like Colombia where the sociolinguistic context differs and English is not so strong, language teachers can be retrained or even used immediately as subject teachers depending on the school curriculum. Nevertheless, there are countries where language teachers have considered

themselves sufficiently prepared to teach different subjects since its topic content is not so far from their own specialism. Undoubtedly, a CLIL teacher that aspires to be successful would involve the following:

- (a) Adequate target language competence
- (b) Adequate subject knowledge
- (c) Adequate material in the target language
- (d) Interdepartmental cooperation
- (e) Strong willingness and commitment

2.3.7 CLIL teaching methods. Syllabus and programs have their objectives articulated with goals and outcomes for teaching and learning. This articulation must be also connected with the how of content learning and the language learning. In CLIL scenarios, connecting content learning and language learning is a must. Therefore, the approach, set of instructions, prescribed techniques or methodology used in CLIL classrooms must address content learning and language learning based on the concepts discussed in 2.3.3. In this section, two instructional models used in CLIL settings to develop learning will be discussed.

2.3.7.1 Strategic Teaching Model. Jones, Palincsar, Ogle, and Carr (1987) have developed a framework for instruction in all content areas based on cognitive learning theory and its applications in English language classroom settings. This model, called Strategic Teaching Model is based on the following assumptions:

- (a) Learning is goal oriented. Learners must focus on understanding the meaning of the task and regulating their own learning process. It means learners ought to develop declarative knowledge and procedural knowledge.

(b) In learning, new information is connected to prior knowledge. Prior knowledge is stored in memory in the form of schemata and from its activation new information is understood and integrated in an appropriate way (Jones et al, 1987).

(c) Learning requires knowledge organization. Knowledge is organized in recognizable frameworks, such as story grammars, problem/solution structures, comparison / contrast, and description sequences, among others.

(d) Learning is strategic. Core skills such as using prior knowledge, making a representation of the information, self monitoring and summarizing are required in the learning process.

(e) Learning occurs in phases: planning phase, on line processing and ending with consolidation and extension of the new information.

In this model teaching becomes an active thinking and decision-making process in which the teacher is constantly assessing what students already know, what they need to know, and how to provide for successful learning. This requires teachers to be not only good managers but also to have an extensive knowledge base about their subject matters and about the teaching and learning strategies. In the classroom, they act as models and demonstrate mental processes and learning strategies by thinking aloud in front of their students. They also help students to use strategies to understand and organize information and they show students how to become autonomous learners.

There are three recursive phases when dealing with content and language integrated instruction: Preparation, Presentation and Application/integration (Jones et al, 1987).

Preparation. In this phase the teacher activates students' prior knowledge of the lesson topic through questioning, evaluating the relevance of prior knowledge and refining that

knowledge. During this phase, the students can also preview the new information to be learned, develop new vocabulary and identify concepts or beliefs that may be changed or replaced after instruction.

Presentation. In this phase, students interact with the new information presented by the teacher or text through selecting, comparing, organizing and integrating activities. Reciprocal teaching is required during this phase in order to have students and teachers cooperate to understand a text by taking turns to apply a sequence of comprehension strategies.

Application and integration. This phase plays a dual purpose of evaluating and consolidating the learning task. To evaluate students' learning, the teacher manages students to refer back to the knowledge acquired in the preparation phase. In doing so, they consolidate the new information by using it to restructure their prior knowledge identified in the preparation phase.

This model has been applied to science, social studies, mathematics and literature and other different subject areas. It is an instructional framework based on cognitive learning theory and seeks to develop autonomous learners through scaffolding. The focus of the model is on the acquisition of the declarative knowledge required in content areas as well as the procedural knowledge (Anderson, 1987; Alvermann, 1987; Beach, 1987).

2.3.7.2 The Cognitive Academic Language Learning Approach (CALLA). This is an instructional model developed by Chamot and O'Malley (1986). It is based on the cognitive theory and on their own research with second and foreign language learning strategies. This model is designed to develop the academic language skills of limited English proficient students in upper elementary and secondary schools.

CALLA integrates appropriate content topics, academic language development, and direct instruction and practice in using learning strategies to acquire both procedural and declarative knowledge. CALLA can be implemented with learners in beginning, intermediate, and advanced levels of English proficiency (O'Malley and Chamot, 1990).

This model suggests that language is a complex cognitive skill, developing through a series of stages, which requires extensive practice and feedback in order for students to operate at an autonomous level with appropriate language proficiency.

Language proficiency can best be described as procedural knowledge (constantly fed by declarative knowledge), and the use of learning strategies is also a part of procedural skills that facilitate academic language and content learning (O'Malley and Chamot, 1990).

The CALLA model includes three components in its curricular and instructional design: topics from the major content subjects, development academic language skills and direct instruction in learning strategies for both content and language. These three components are integrated in a lesson.

The content topics taught in CALLA are a selection of the actual topics students will encounter in the mainstream subject matters. The language is used functionally as a tool for learning academic subject matter. Academic language skills, such as listening and reading for information and speaking and writing about a new knowledge, may or may not have been developed in the first language. Students may either need instruction on how to transfer learned skills to English or learn academic language skills for the first time.

O'Malley and Chamot (1990) bestow that those language tasks associated with high cognitive demand provide contextualized oral language. These tasks are those associated with acquiring new information and knowledge through reading, listening, speaking or writing about

academic topics. Contextualized oral language is language that is conversational, interactive and supported by shared knowledge and experiences generated from the new information.

The CALLA lessons include teacher-directed and learner-centered activities. They specify three types of objectives: content objectives, language objectives and learning strategy objectives. In other words, the CALLA lesson plan framework incorporates learning strategy instruction, content area topics, and language development activities. The learning strategies must become an integral part of the regular class routine instead of a supplementary activity (there is a brief description of learning strategies in the next section). These lessons must follow the phases described below (O'Malley and Chamot, 1990):

Preparation. In this phase, the teacher finds out, often through brainstorming or a concrete experience, what students already know about the concepts in the subject area to be presented and practiced, what gaps in prior knowledge need to be addressed and have to be taught. The lesson objectives are explained to students and essential new vocabulary is developed as an outcome of the initial prior knowledge activation activity. The learning strategies most commonly taught and practiced in the preparation phase are elaboration –recalling prior knowledge-, advance organization –preview the lesson- and selective attention –focus on key vocabulary and concepts to be introduced in the lesson.

Presentation. In this phase, new information is presented and explained to students in English that is supported by contextual clues such as demonstration and visuals. Teachers make sure that students comprehend the new information so that they will be able to practice it meaningfully in the next phase of the lessons. Some of the learning strategies in this phase are: selective attention while reading or listening –scanning for main or key ideas-, self-monitoring –checking degree of comprehension-, inferring –guessing meaning from context-, elaboration –

relating new information to prior knowledge-, note taking, imagery –imagining descriptions or events presented-, and questioning for clarification.

Practice. In this phase, students must be engaged in hands-on activities to practice the new information they were exposed to in the presentation phase. The teacher acts as facilitator in helping students assimilate the new information and use it in different ways. Cooperative learning in heterogeneous teams is particularly effective during this phase, as students can work in small groups to clarify their understanding of the new information previously presented. The learning strategies practiced in this phase are: self-monitoring –students check their language production-, organizational planning –planning on how to develop an oral or written report or composition-, resourcing –using reference materials-, grouping –classifying concepts, events, and terminology-, summarizing, deduction –using a rule to understand or produce language or to solve a problem-, imagery –making diagrams, charts, sketches-, elaboration, inferring, cooperation –working with peers- and questions for clarification.

Evaluation. In this phase, students check the level of their performance. Evaluation activities can be individual, cooperative or teacher-directed. Teacher can assess higher level comprehension by focusing on the meaning of student answers instead of on their grammatical correctness. The learning strategies practiced in this phase are: self-evaluation, elaboration, questioning for clarification, cooperation and self-task.

Expansion activities. In this phase, students are given a variety of opportunities to think about the new concepts and skills they have learned, integrate them into their existing knowledge frameworks, make real world applications and continue to develop academic language.

After the preparation phase, teachers can move backwards and forward between phases in order to understand, practice and consolidate new information and procedures. O'Malley and

Chamot (1990) recommend cooperative learning activities for each part of the lesson because they improve students' performance and provide additional opportunities for students to use language skills in general. The five phases will vary in duration depending on the lesson topic and how many opportunities teachers grant students to practice learning strategies and use language skills. One lesson may extend to an entire thematic unit.

2.3.7.3 *Learning strategies in foreign language acquisition.* Cognitive theory has been useful to provide explanatory concepts for language acquisition as well for learning comprehension and production. Language acquisition as a cognitive skill has been defined as the interaction between language and cognition in a way that concepts are stored in memory both in declarative and procedural knowledge. The cognitive skill has been defined by Anderson (1982) as the ability to perform various mental procedures.

Anderson (1982) distinguishes of what we know about and what we know how to do. All of the things we know about constitute declarative knowledge, and the things we know how to do are procedural knowledge. Declarative knowledge includes the definition of words, facts and rules. This knowledge is stored in the short term memory and maintained in long term memory in terms of meaning instead of replicating the events. Our ability to understand and generate language or apply our knowledge of rules to solve a problem would be an example of *procedural knowledge*. Anderson (1985) argues that if we use the same knowledge (declarative) over and over again in a procedure, it will stop being declarative to become procedural. He also highlights that while declarative knowledge or factual information maybe acquired quickly, procedural knowledge, such as language acquisition, is acquired gradually and only with extensive opportunities for practice.

According to O'Malley and Chamot's (1990) study, language acquisition is based on a comprehensive model of cognitive skill learning. This approach (cognitive skill learning) has the following advantages: a) there has been a lot considerable research in cognitive skills acquisition in recent years; b) it is useful to provide details or mechanisms for describing how language learning ability can be improved; c) it is appropriate to promote the development and use of learning strategies in second language instruction. Anderson (1981), basically, considers cognitive skills as a process that is useful in the area of teaching a language. It helps to identify and test the existence and applicability of specific learning strategies that are appropriate in the skill acquisition process.

2.3.7.4 Learning strategies as cognitive skills. According to O'Malley and Chamot's research study (1990), learning strategies are special ways of processing information that enhance comprehension, learning or retention of the information. They distinguish learning strategies as cognitive processes. If the purpose of a foreign or second language class is to facilitate learning and teaching, it is very advantageous to isolate the mental processes that can be imparted to learners as ways to make learning more effective (O'Malley & Chamot, 1990).

Then, if learning strategies are learned skills, the process by which strategies are stored must be identified. In Anderson's study (1985), strategies can be represented as any other complex skill, and described as a set of production that are compiled and "fine-tuned" until they become procedural knowledge.

The literature on learning strategies in a second and a foreign language emerged from researchers' concern about what features an effective learner must have. From a study made in the early 1970's, it was demonstrated that students apply learning strategies when learning a foreign or a second language (O'Malley and Chamot, 1990). The first classification was

suggested by Rubin in 1981. These strategies are grouped in two primary categories. The first strategies are those that directly affect learning: clarification, verification, monitoring, memorization, guessing, inductive reasoning, deductive reasoning and practice. The second category contributes indirectly to learning: creating practice opportunities, and using production tricks such as communication strategies.

There was a second classification scheme proposed by Naiman in 1978. These strategies are: (a) Responding positively to learning opportunity or seeking and exploiting learning environment; (b) Adding related language learning activities to regular classroom program; (c) Practicing; (d) Analyzing individual problems; (e) Making L1/L2 comparisons; (f) Analyzing target language to make inferences; (g) Making use of the fact that language is a system; (h) Emphasizing fluency over accuracy; (i) Seeking communicative situations with L2 speakers; (j) Finding socio-cultural meanings; (k) Coping with affective demands in learning (Oxford, 1985).

There was no research on training learning strategies until a study made by Brown, Chipman, Segal and Glaser in 1983-1985. Their study was conducted in the field of cognitive psychology. It basically focuses on determining the effects of strategy training on different kinds of task and learners. An important outcome was the “formulation of learning strategies in an information-processing theoretical model” (O’Malley and Chamot, 1990). This model features cognitive strategies, metacognitive strategies and socio affective strategies. O’Malley and Chamot (1990) define these strategies as follow.

Metacognitive strategies involve thinking, planning, monitoring and self-evaluating the learning process before, while and after the learning activity. Among the processes that involve those activities for receptive (reading and listening) and productive (speaking and writing) tasks are:

- (a) Selective attention for special aspects of a learning task.
- (b) Planning the organization of either written or spoken discourse.
- (c) Monitoring or reviewing attention or comprehension of information that should be remembered, or monitoring production while it is occurring.
- (d) Evaluating or checking comprehension after completion of a receptive language activity or evaluating language production after it has taken place.

Cognitive strategies involve direct manipulation or transformation of the learning object.

Weinstein and Meyer (Cited by Harmer, 2007) suggested that these strategies can be grouped as:

- (a) *Rehearsal*. It happens when students are exposed to the name of objects or items and then are required to repeat them in order to remember them.
- (b) *Organization*. It is to classify terminology or concepts by semantic or syntactic attributes.
- (c) *Inferring*. Using information in text to guess meaning of new linguistic items or predict outcomes.
- (d) *Summarizing or synthesizing*. Students are able to paraphrase the information received.
- (e) *Deduction*. To apply rules to understand language.
- (f) *Imagery*. Using visual images (either generated or actual) to understand and remember new verbal information.
- (g) *Transfer*. Using known linguistic information to facilitate a new learning task.

(h) *Elaboration*. Link ideas contained in new information or integrating new ideas with known information.

Socio affective strategies involve interaction with another person. These are:

- (a) Cooperation or working with peers to solve a problem.
- (b) Group information, check notes or get feedback on a learning activity.
- (c) Questioning for clarification, or eliciting from a teacher or peer additional explanation.
- (d) Rephrasing or examples and self- talk or the use of mental control to assure oneself that a learning activity will be successful or to reduce anxiety about a task .

On O'Malley and Chamot' (1990) analysis, these three categories of learning strategies (metacognitive, cognitive and socio affective) are considered as procedural knowledge. Their conclusions can be explained by the fact that most of these strategies are stored in the first language and transferred to new conditions in the second and foreign language, applying the production system with sufficient regularity so that it becomes proceduralized. Information stored in memory has a meaning based representation independent of a specific language. Although both declarative knowledge and procedural knowledge are important in second and foreign language acquisition, the latter is required in order to use a language for communicative purposes. Based on this, instructional approaches need to provide for communicative activities that focus on language as a skill instead of on language as an object of study. Therefore, the motivation of using the strategies (in L2 conditions) is the desire to use the target language with the purpose of learning having a communicative intention in mind. From this view point, a speaker or a writer of a foreign language should be exposed to learning strategies that lead to

language production goal. However, addressing communicative goals, learners can come to a failure due to a lack of communication strategies. This leads to the fact that communication strategies serve an important role in negotiating meaning between individuals (Tarone, 1981). In sum, in order to generate procedural knowledge in a foreign or second language settings, instructions require to be focused on learning strategies to learn the target language for meaningful purposes that lead to communicative goals either in writing or speaking (Chamot and Küpper, 1989; Canale and Swain, 1990; Ellis, 1986)

2.3.8 Assessment issues in CLIL. Among CLIL teachers, assessment has been a very arguable area because it lies at the heart of the question of how to define the level of content and language (Coyle et al., 2010). Assessment can be divided into summative and formative. The former makes a judgment on the capability of the learner. It is associated with testing in a more formal setting in order to evaluate students' performance. The latter focuses on a diagnostic view in order to alter planning and practice mid-unit and not after completing the work. Formative assessment was advocated by Scriven and Bloom in the late 1960's (Coyle et al., 2010).

In school settings, the summative assessment is usually associated with a whole range of criteria in use for both content and language outcomes. Coyle et al. (2010) suggest that CLIL will need to reflect such system in order to retain credibility as mainstream educational outcomes. As well, the summative assessment is what tells school administrators, parents and teachers that a student can be promoted to a certain grade in different educational systems.

Formative assessment in CLIL classroom practice features (a) the sharing of learning intentions (teachers tell the students at the beginning of the lessons what they will learn); (b) the use of success criteria (meaning that the students will be told what the task or assignment will involve and what the outcome will be); (c) The involvement of learners in self and peer-

assessment; (d) The importance of feedback –which should be sensitive to learners’ self-esteem and which should impact on motivation (Tzur, 2007).

Zangl (2000) advocates that when assessing language through the formative approach teacher should:

- Assess the learners’ proficiency within a multi-component framework; comprising not only domain-/structure-specific items, but also the use of language within the social context of the classroom.
- Capture both the learner’s individual profile and the performance level of the class as a whole.
- Trace the learner along his or her developmental path where time and experiences act as constructive factors.

According to Huerta-Macías (2003), Short (1993), and Coyle (2007), to address the central dilemma of assessing language or content, teachers must focus on a general approach to assessment called alternative assessment. This approach entails different labels, such as performance based tests, portfolio, journals, projects and observation checklists. Alternative assessment can be appropriate in CLIL settings because it actually “gathers evidence about how students are approaching, processing and completing real life tasks in a particular domain” (García and Pearson, 1994, p. 357). Besides, it allows the teacher “to distinguish between the language and content knowledge of the students and decide if one is interfering with the demonstration of the other” (Short, 1993. p 633).

2.3.8.1 Assessing language. Coyle et al., 2010 points out that assessing language in CLIL clearly calls for a summative attainment at the end of courses to be stated in terms of levels in an internationally recognized system, such as the Common European Framework for Language

(Council of Europe, 2003). It is important to highlight that the self assessment level descriptors from B1 upwards (Ibid: 26-27) address elements of content which may well cover CLIL material. Teachers need to be clear what language they are assessing and why and how they want to do this. A formative aspect might be taking into consideration when, through the development of content, there is an ongoing language correction in the classroom. Although, Coyle et al. argue that this language correction and assessment should be used particularly to improve communication of content.

2.3.8.2 Assessing content. Assessing language can be more challenging in CLIL.

Generally content can be understood by the learner but he or she may not be able to express it sufficiently clearly if the language forms needed are not known or if the level of anxiety does not allow the learners express his/her thoughts. In other words: “Any particular thought in our head embraces a vast amount of information, but when it comes to communicating a thought to someone else, attention spans are short and mouths are slow” (Pinker, 1994, p. 81). To avoid uncomplicated situations, he also suggests that when designing the means of assessment, teachers should choose the method to assess content (Such as complete grids, draw diagrams or pictures, answer content based questions with simple answers, among others) and decide to assess learners individually or pairs/groups. Short (2000) suggests that for this case, an ongoing approach to assessment in each lesson can become very appropriate. As well as observing how learners work during a task set by the teacher specifically if the three parts of the lesson structure are set: starters, main activities and plenary). The plenary can offer the opportunity to monitor understanding and teach the material (content and language) again for those who could not have been able to learn it.

2.3.9 Research on CLIL. Although, there have been numerous empirical studies that have impacted CLIL curriculum development, most of the literature promoting Content language Integrated Learning (CLIL) instruction as a very advantageous approach in the classroom relies on non-empirical support (Brinton et al., 1989; Corin, 1987; Crandall & Kaufman, 2002; Pica, 2002; and Snow, 1992). CORI (Concept oriented reading instruction), an approach to content learning and reading development, was the first language approach to language and content learning that has been extensively researched (Stoller, 2004; Swan, 2002). CORI studies have evidenced that a group of students at multiple grade levels are more motivated to learn and do better than control groups in use of learning strategies and text comprehension activities (Guthrie and Ozgungor, 2002). Extended reading, sustained engagement with a theme, strategy training, classroom discussion of content, learning strategies, project work, and students' motivation (all elements of CORI) could be adapted and investigated in either second or foreign language settings (Guthrie and Ozgungor, 2002).

Another approach that has been the subject of empirical research is Collaborative Strategic Reading (CSR). The researchers focused on investigating the “frequency and means by which 37 bilingual and limited English proficient students in a fifth-grade elementary school classroom helped each other while implementing CSR with science textbooks reading” (Stoller, 2004, p. 272). Results revealed that the learners spent most of their time identifying and clarifying difficult words and concepts as a learning strategy. They also showed commitment to learning content and collaborative work.

There have also been numerous Canadian research studies that focus on immersion program curricula. Turnbull, Lapkin, and Hart (cited by Stoller, 2004), for example, explore the effects of different immersion models, the proportion of instructional time in English, and the

language of testing. This study found out that immersion is favorable to develop students' literacy and mathematical skills in English.

Other indications of the strong research tradition in Canada have revealed that students can make measurable gains in oral language skills, in terms of both fluency and accuracy, as a result of the paired classes. Their results, built upon earlier studies, show the effectiveness of linking a content course and a language support course. Wesche's (2001) work is an entire volume dedicated to an exploration of French immersion and content-based instruction in Canada.

In Crandall and Kaufman (2002), we can see the most recent compendium of case studies showing the different ways in which content based instruction has been adapted in different ESL (English as a Second Language) and EFL (English as a Foreign Language) settings.

An Australian content-based science classroom (focusing on magnetism) contributed to 9- and 10-year-old ESL students' language development (Mohan and Beckett, 2001). Echevarria, Vogt, and Short (2000) present a field-tested model of sheltered instruction that specifies features of effective sheltered lessons.

In the last two decades, if we check the literature on CLIL, we can find various studies described in journals that focus on the development of content based curricular framework. Short (2002) is an example. He introduced the Language-Content-Task (LCT) framework—that is structured around three components associated with academic literacy: knowledge of the target language (L), knowledge of the content area (C), and knowledge of how tasks (T) are to be completed to succeed in academic settings. Short's cases show how the framework could be used in a sheltered social studies curriculum and how it was applied to classroom-based research.

Pica (2002) explored the interactions during classroom discussions about subject-matter content through negotiation of meaning, form-focused intervention, and form-focused instruction. She conducted her research in a university-based English language institute with two content-based classes. Findings revealed that classroom discussions, the most frequently employed interactional activity in these classrooms, included little negotiation of meaning resulting in a “paucity of the kinds of interaction considered helpful to learners’ input, feedback and production needs” (p.10).

2.4 Speaking skills

The Oxford Dictionary (2009) defines speaking as “the action of conveying information or expressing one’s thoughts and feelings in spoken language” (p. 640). Nunan (2003) refers to speaking as a productive oral skill. He states that speaking consists of “producing systematic verbal utterance to convey message” (p. 48).

In language teaching and learning, speaking is considered a skill to be practiced and mastered (Hong, 2010). Shumin (2002) considers that learning to speak a foreign language requires more than knowing its grammatical and semantic rules. It involves speaking skills and strategies used in communication. He states that speaking a foreign language entails diversity in interaction that focuses not only on verbal communication but also on nonlinguistic elements, such as gestures and body language/postures, facial expression and so on in order to convey messages. For this study speaking is considered as a skill that involves the ability to communicate one’s ideas conveying a message (Bygate, 1987).

According to The National Capital Language Resource Center (2004), in language learning the “ability to speak a language is the product of language learning” (p.3). They highlight the fact that “instructors must teach students speaking strategies to help themselves

expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that they can use speaking to learn”. In other words, teachers help students to develop strategic competences. According to Hedge (2000) “strategic competences consists of using communication strategies. These strategies come into play when learners are unable to say what they want to say because they lack the resources to do successfully.” (p. 52). These strategies are also called compensation strategies and they are used to overcome limitation when speaking. In general, the advantage of using these speaking strategies to overcome limitation is that they keep the conversation going and may encourage the listener to provide the necessary language. Besides, acquisition research suggests that the “exposure of learners to language provided at a point of need and in a meaningful context which they have created for themselves in trying to express something is a good situation for acquisition” (Hedge, 2000, p. 53).

Focusing on the teaching of speaking strategies, teachers will encourage students to begin to participate in oral interaction (Rost, 1998). Thornbury (2005) suggests that teachers should expose students to the following strategies:

- (a) *Using minimal responses or / and pause fillers*: Fellegly (1995) defines minimal response as idiomatic phrases such as *mmhmm, yeah, uh –huh, you know, and right* that speakers use to indicate agreement, understanding, doubt or any other expression and /or to respond to what another speaker is saying. They are signal of active listening. Learning minimal responses might encourage those learners who are not confident in their ability to participate successfully in oral interaction.
- (b) *Pause fillers* are instances of vague language. They are considered linguistic devices used to fill a momentary hesitation due to the demands of real time processing

pressure. The most frequent pause fillers (also called hesitators) are *uh* and *um*. There are verbal fillers such as *well, I mean, eh, you know, OK, andda*, (Strentrön, 1994) that are usually used to buy time to think what to say.

- (c) *Execution of turn taking expressions*. These expressions are classified as discourse markers used by a speaker to buy time (I don't know, let me think, you know, etc.), and to start a turn (Well, I'd just like to say, Can I say something? Excuse me, can I ...); or to mark the start or the end of a segment (Ok, right, now, anyway, that is my opinion, I want to conclude saying that, that's it, right?, etc.).
- (d) *Survival and repair strategies*. Harmer (2007) highlights that face to face conversation is successful if students are able to ask for repetition by using formulaic expressions, repeating up to the point of the conversation breakdown, etc. He also highlights that to develop these strategies it is necessary to incorporate the ability to paraphrase, use language to explain the language (being able to use an all-purpose phrase to get around the problem of not knowing a word, for example: you know, it's a... what'd you call it, a certain...), and being able to ask for help (what is the word for something that you ...).
- (e) *Recognizing scripts*. Scripts are those greetings, apologies, compliments, invitations, general expressions and other functions that are influenced by social and cultural norms often by common patterns. In order to help students develop speaking ability, teachers should make students aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language contained in different scripts.

Brown and Yule (1983) and Ur (2000) underline that speaking, in EFL teaching scenario is one of the central elements of communication that needs special attention and instruction. In order to promote effective instruction, it is necessary for teachers to provide sufficient language input and speech-promotion activities and encourage the use of speaking strategies in order to help learners speak fluently and appropriately.

Levelt (1993) considers that the speaking process features four stages:

- (a) *Conceptualization*. In this stage, there are internal or external stimuli. Learners do just conceptualize the topics, vocabulary and even structure they are exposed to. It is basically planning the message content. It draws on background knowledge, knowledge about the topic and about the speech situation.
- (b) *Formulation*. It focuses on verbalizing in the mind the language used to define concepts using reciprocal action (Structure review). It means to memorize concepts, structures, vocabulary in order to supply the speaker with necessary words that are connected in the correct order.
- (c) *Articulation*. After formulation, this is the stage when the speaker is able to make a certain length of speech as a unit.
- (d) *Auditory feedback*. This stage is when the speaker consciously uses other words to explain concepts and lexis in a way that contributes to the smooth flow of the speech.

2.4.1 Fluency. For many students speaking English fluently is a priority (Hedge, 2000). She also discusses that course book courses often use the term “fluency” to describe the aim of the speaking activity. Brown (2004) points out, when talking about speaking in a foreign language, that fluency is a key factor that measures speaking development.

Defining fluency in the EFL context has been always a controversial issue. Derwing, Rossiter, Munro, and Thomson (2004) discuss that the controversy emanates because fluency in speaking involves many aspects of language that make a precise definition of the term fluency difficult. Al-Sibai in her research about Promoting Oral Fluency of Second Language Learners (2004) mentions some well-known definitions of fluency. Fillmore (1979) defines fluency as “the ability to talk at length with few pauses, the ability to fill time with talk, the ability to talk in coherent, reasoned, and ‘semantically dense sentences, ability to have appropriate things to say in a wide range of contexts, the ability to be creative and imaginative in language use” (p. 56). Richards in his extensive research about communicative approach discusses what fluency is.

Fluency is natural language use occurring when speaking engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitation in his/her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstanding and work to avoid communication breakdowns. (Richards, 2000, p. 14).

For Hedge (2000), skills and strategies in speaking English are closely related to fluency. In fact, she defines fluency as responding coherently within the turns of the conversation and linking words and phrases using different strategies to avoid undue hesitation. Ellis advocates that (a) the focus of language should be on the meaning and not on the form; (b) the learner when speaking has to produce ideas, information, opinion; (c) learners are evaluated as fluent when they negotiate meaning as they structure group interaction, checking that they have understood, and asking for clarification for further explanation; (d) Learners would use communication strategies, such as paraphrase and restructuring to convey information as they speak.

It is not discussible that, more than ever before, many EFL learners feel the need to speak fluently. The students that are the core participants of this research study are not the exception, The reasons that underpin learners' wanting to "become fluent speakers range from a mere desire to feel confident when talking to others in an L2 to an urgent need to pass a language test, such as the TOEFL, Test of Spoken English (TSE), university placement test, etc." (Al-Sibai, 2004). Unrelatedly of the reason, there is a clear point that in ELF teaching scenarios, teachers should promote fluency by finding new ways to incorporate "fluency-enhancing activities into their classroom teaching" (p. 6). To follow this path, a teacher must distinguish the mechanisms that lead to fluency. According to Thornbury and Slade (2000) empirical research converging fluency involves the elicitation of a speech corpus and the analysis of temporal and qualitative aspects of the speech productions.

2.4.2 Assessing in speaking. When assessing speaking, the oral production tasks would be divided into *interaction* (aural participation of an interlocutor) and *monologues* (Speeches, storytelling, presentation, etc.) (Brown, 2004). The national standards of English recognize this division by splitting the speaking abilities into: Monólogos –Monologues- and Conversaciones – interaction (See Estandares Básicos de Competencia en Lenguas Extranjeras: Inglés, 2006).

It does not matter which type of oral production task is chosen to assess speaking, the objective of assessment speaking, based on Brown's debate (2004), must focus on the micro skills and the macro skills. The micro skills, he explains, are those that refer to producing the smaller chunks of language, such as phonemes, morphemes, words, collocations, and strategic options. The macro skills imply the speaker's production on larger elements: fluency, discourse, function, style, cohesion, non-verbal communication, and strategic options. To have a bigger

view about what the 16 objectives to assess are in speaking refer to Brown (2004), pages 142-143.

According to Thornbury and Slade (2006), there are two basic kinds of fluency phenomena: temporal variable and hesitation phenomena. Temporal variables refer to speech rate, pause length and length of run. The hesitation phenomena refers to filled pauses (e.g. eem), repetitions and self-corrections. Chamber (Cited by Thornbury and Slade, 2006), considers that speech rate alone cannot be what contributes to the feeling that a speaker is fluent. There are other factors that manifest fluency. Those are the frequency of pauses rather than the length, the frequency of repetitions, false starts, replacements and the appropriate filled pause by linguistic devices, such as formulaic language within a minute.

What to assess in speaking should be a choice made by the teacher based on what students really need and what kind of elements to take into account to assess the learners' oral performance (Breen, 1989). It is not arguable that if a teacher focuses his/her classroom practice in developing speaking strategies, it should be reflected in student oral outcome in using them to sound more comfortable and fluent when conveying information (Brown, 2004).

2.5 Personal development

Barnes (1997) defines personal development as a set of activities that help a young person to become a more conscious, whole or wealthy human being. These activities help the individual to raise awareness on health, strength, potential, life style and identity. It is concerned with the individual inner world of feelings, thoughts, beliefs, values and characters. In other words, personal development is a personal pursuit: people need to know who they are, to accept themselves and work on their strengths and weakness. People work to build a state of

consciousness or self-awareness. It refers to becoming more aware of our own attributes, states of mind and emotions.

Through personal development, people improve their ability to recognize attributes that were previously visible to our unconscious mind (Senge, 2007). It is a process that encourages young people to reflect on their progress in order to “affirm learning and allow the young person to gain the confidence and self-esteem to practice their self-agency again in new situations” (The Young Adult Learners Partnership, 2003, p. 8).

The material used for reflection and action during the process is based on the young person’s direct experience of home, school, work, friendships and community. Young people are encouraged to offer their analysis or perspective of what is happening in a situation and explain their reactions. The settings where these activities can take place are at school, home and work. Most of the time, there is usually a person in charge of this kind of activities. At school, the teacher becomes the leader of group activities who offers starting points to be developed through the contributions of all involved (The Young Adult Learners Partnership, 2003). According to Dewey (cited by Martin, 2003) personal development is a form of learning that differs from other forms because it focuses on inter-personal relationships. “Relationships do not exist in a vacuum. They come all mixed up together through a series of activities, interactions and experiences. As these experiences are felt and encountered, whether in families, peer groups, in education or work, relationships are affected and sometimes changed” (The Young Adult Learners Partnership, 2003, p. 7).

Some examples of those activities where young learners can reflect on or experience interpersonal relationships might be: being valued and accepted as a person, measuring oneself against others, making choices and decisions and seeing them through, accepting and enduring a

difficult situation or major disappointment, being responsible for others and helping other people out, giving, receiving and sharing ideas, achieving a long-held goal. The learning derived from these experiences alone is more likely to be durable if young people are given the opportunity and support needed to reflect on the experience and the impact it may or may not have on the relationships involved.

Personal development is not a state or condition that is achieved at a particular stage in the life cycle. It is a continuum in the sense that people are open to it at any moment and can make gradual, incremental progress as they experience normal life events.

2.6 Definition of terms

The following terminology will be defined for the purposes of this study. Many of these definitions are explained in more depth in chapters 3 and 4. Most of these definitions might be arguable but decision making on opting to use these definitions through this study is based on the different theoretical background in this field supported by these researchers: Stufflebeam and Shinkfiel (2007), Fitzpatrick, Sanders, and Worthen (2004), Posavac (2011), Ball (2010), Stroller (2004), Coyle, Hood & Marsh (2010), Graddol (2006), Shumin (2002), Bygate (1987), Thornbury, (2005), Levelt (1993), Barnes (1997) and The Young Adult Learners Partnership, (2003) among others.

Program evaluation: Evaluation research: Those procedures for collecting and analyzing data which increase the possibility for providing rather than asserting the worth of some social activity (Stufflebeam & Shinkfiel, 2007).

CLIL (Content Language Integrated Learning) methodology: Although CLIL is referred as an approach, instruction, methodology and even methods, this project opts to choose CLIL methodology in order to refer to any dual-focused educational context in which an additional

language, thus not usually the first language of the learners involved is used as a medium in the teaching and learning of non-language content (Graddol, 2006; Ball, 2010).

Evaluation: A systematic investigation of some object's value. It is the process of delineating, obtaining, reporting and applying descriptive and judgmental information about some objects merit, worth significance in order to guide decision making, support accountability and increase understanding of the involved phenomena (Posavac, 2011),

CIPP (Context, Input, Process and Product) Model: It is a comprehensive framework for conducting formative evaluation of programs, projects, products and evaluation systems (Stufflebeam & Shinkfiel, 2007).

Speaking skills: It is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitation in his/her communicative competence (Thornbury & Slade, 2006).

Personal development: It focuses on activities that help to improve self awareness, self knowledge and health awareness, build identity, enhance lifestyle, and develop potential and strength, among others (Barnes, 1997).

This chapter has summarized the theoretical framework that validates the project. It described the theory behind program evaluation, The CIPP (Context Input Process and Product) model suggested by Stufflebeam (2007) and CLIL (Content and Language Integrated Language) methodology. The literature related to needs analysis process to course design was also described as well as speaking skills and personal development when referring to teaching content and practice in an EFL classroom. The following chapter will illustrate the research methodology.

3. METHODOLOGY

This chapter explores some of the fundamental ideas behind this study and the factors that led it towards the field of applied research. To answer the research questions and achieve the research objectives the methodology used was conducted under the paradigm of action research

This action research focused on one of the most common type: evaluation research. This evaluation research process used action research as a qualitative method combined with an evaluation approach or evaluation model. The methods and data collection techniques are delineated as well as the specific procedure taken to conduct a program evaluation.

3.1 Paradigm

Methodology can be defined as the set of methods and principles that are used when studying a specific case of doing research about a certain field which is considered, in this particular case, the matter of study.

In this study, research is understood as “disciplined inquiry that utilizes a systematic approach by applying the scientific method to study educational problems” (Glanz, 2003). Glanz refers to scientific methods as the steps of defining a problem, stating a hypothesis, collecting and analyzing data, and confirming or rejecting the hypothesis. He also asserts that from this method we can obtain a more precise understanding of a specific situation.

There are two categories of research: Basic and Applied. The former is to develop a theory. The latter is to improve practice by solving a specific problem (Glanz, 2003; Sagor, 1997). Action research is one type of applied research. It is defined by Glanz (2003) as a kind of research that “is conducted by practitioners to improve practice in educational settings” (p. 18). It utilizes a selection of methodologies and incorporates both qualitative and quantitative approaches.

This study is in the field of action research because it was conducted primarily to improve practice in the school where I work in order to address specific issues that were under concern by teachers and administrators in the IED Sofia Camargo de Lleras.

According to Adelman (1993), action research was popularized in the 1940's by Kurt Lewis, but it was first used in educational settings by Stephen Corey. Corey encourages his teachers to use action research to improve practices (Adelman, 1993). In the 1960's the interest in action research grew because it was considered a viable research method as a problem solving strategy for improving the school organization (Adelman, 1993). The advantages of action research over traditional research focus on: (a) it is used by practitioners to solve specific problems for school improvement; (b) It enhances decision making; (c) it impacts directly on practice; (d) it empowers those who participate in the process, among others. Basically, the focus of this study is supported by these four positive aspects suggested by Adelman.

Action research is used in order to find out if the ESP course designed addresses the institutional demands and students' needs. It is assumed that the findings might impact directly into our practices because it is done in order to improve an existing program and the teacher involved in the process is the one who would make decisions based on the research results.

Glanz (2003) asserts that action research is cyclical. It is an ongoing process that compiles five steps:

- (a) *Reflect*. Examining the literature for ideas about school improvement. Practitioners find ways to implement ideas that might work in their school.
- (b) *Select a focus*. It is necessary to know what you want to investigate, develop some questions about the area chosen (research questions) and establish a plan to answer these questions (research design).

- (c) *Collect data*. Gather all the information in order to answer the research questions.
- (d) *Analyze and interpret data*. The analysis of the information gathered must be used in order to arrive at some decisions.
- (e) *Take action*. Decision must be made according to what the answer to the research question (s) was/were.

According to McMillan and Schumacher, cited by Glanz (2003), one of the most common used in action research is evaluation research. As it was mentioned before, evaluation research is the gathering of information in order to evaluate the quality of a particular practice or program in school. The process of planning an evaluation research entails close attention to two kinds of issues: conceptual issues and technical issues. The formers include the parties involved in the process and the latter includes the data collection and analysis (Quinn, 1987).

For this research study, the parties involved were the teacher (the same designer, executer and evaluator of the program) and 15 10th graders of IED Sofía Camargo de Lleras. The technical issues in this study were the evaluation process itself. For this research process, the model used to collect, organize and analyze data was the one suggested by Stufflebeam (1987): The CIPP (Context, Input, Process and Product) model. This model was chosen because of the advantages it offers. These advantages are discussed in 2.1.3.2. Although the CIPP model calls for both quantitative and qualitative methods, this study is concerned primarily with technical designs using qualitative ones.

3.2 Qualitative Research Method

Qualitative research states that there is a subjective element to all knowledge and research. It tries to study human behavior within a context, and avoids affecting or manipulating

the behavior of the subjects. It is concerned with discovering or describing second language acquisition in its natural context. The researcher avoids establishing a priori hypotheses, and they are generated once data are collected (Seliger and Shohamy, 2001). It has been used to attain “intricate details about phenomena such as feelings, through processes, and emotions that are difficult to extract or learn about through more conventional research methods” (Strauss & Corbin, 1998, p. 58).

The process of conducting qualitative research includes the following steps: (a) Define the phenomenon of second language to be described. Here the researcher starts his/her investigation without a focus, but later on it might be necessary to narrow the scope of the observations. (b) Use qualitative methods to collect data: observations, tapes, questionnaires, interviews and field notes. It allows validation and triangulation of findings. (c) Look for patterns in the data. Once data are collected, the researcher needs to find recurring patterns, which leads to formulation of hypotheses or even to develop models to explain the findings. (d) Validate initial conclusions by returning to the data or collecting more data. It also permits to validate findings through triangulation. It is recommended to use different sources in order to increase the reliability of conclusions. (e) Recycle through the process or the data. In this step, the researcher redefines the area of focus.

Some major advantages of this method can be listed:

- (a) It is appropriate for discovering or describing social context of second language acquisition.
- (b) It avoids manipulation or interference in the research context and the procedures for conducting the research are more open-ended.
- (c) Repetition of observation and analysis cycles.

(d) It includes a more realistic view of the world which cannot be obtained with the numerical results of the quantitative research.

(e) Diverse ways to collect data and interpret it

(f) Holistic view of the phenomena under investigation.

(g) The researcher can be a participant or non-participant observer and he/she progresses from general to specific (Bogdan and Taylor, 1975; Patton, 1980; Kirk and Miller, 1986).

However, it has some disadvantages:

(a) It has been limited to describing second language acquisition behavior rather than language processing.

(b) Difficulty to give results when combining different sources and therefore, arriving at different non-consistent conclusions.

(c) It requires high experience of the researcher to get information from the group.

(d) Lack of reliability when the respondent chooses to tell some particular information and ignore other (Cassell & Symon, 1994; Seliger & Shohamy, 2001).

3.3 Program evaluation model for this study

Chart 1 shows the model designed for this study in a compact way to have a snapshot of its components and to facilitate the process was comprehensibly approached.

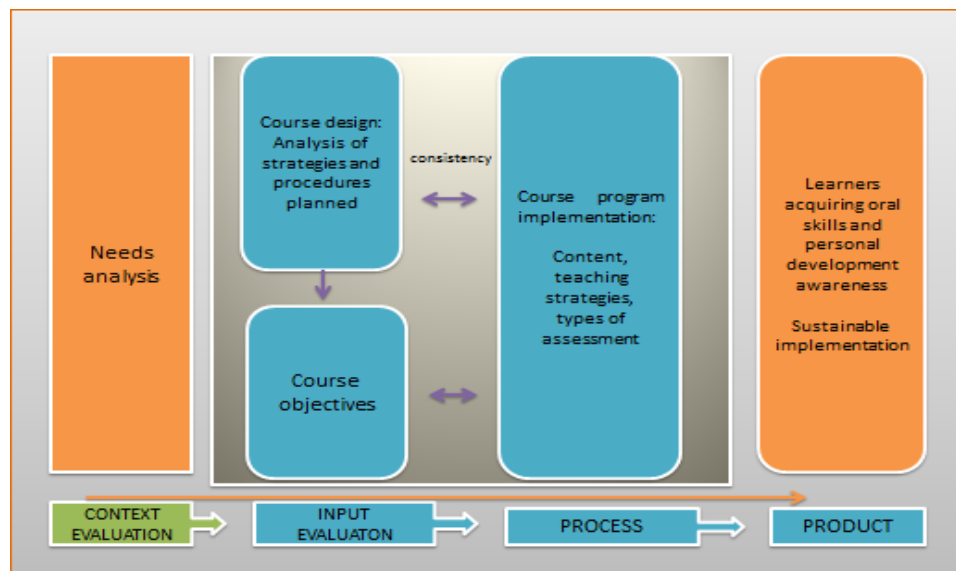


Figure 1: The model to be used for this research study taken from Stufflebeam (1987).

The model proposed in this study is an adaptation of the CIPP model in order to address the research questions for the phenomena under discussion. The design included a comprehensive approach to analyze *context*, including the nature and extent of learners' needs and expectations towards the course; *input*, including the receptiveness of strategies and procedure planned to achieve the course goals and objectives; *process*, involving the relevance of the program content, teaching strategies, types of assessment to address the targeted needs; *product*, comprising the extent and desirability of outcomes in terms of oral skills development and personal fostering and sustainability, regarding the program's institutionalization and long term feasibility.

3.3.1 Context Evaluation. In this stage the model intends to explain the environment in which the curriculum was implemented, which in this case focused on two aspects: the target situation needs and the learners' needs and expectations. The analysis focuses on needs assessment. It meant to identify the needs and from these needs design the program.

3.3.2 Input Evaluation. The purpose of this stage was to analyze the information gathered in order to establish how the use of resources, strategies and procedures planned achieved the objectives of the program in order to address the target needs. It would include the responsiveness and strength of the program.

3.3.3 Process Evaluation. It included the analysis of the information gathered while the program was being implemented. It focused on the description of how or in what way the program content, teaching strategies, types of assessment addressed the targeted needs or not. Program operations consistency in terms of plans conducted in addressing.

It is necessary to clarify that for the implementation of this program a focus group of 15 students from 10th grade level 3 at IED Sofía Camargo de Lleras were chosen. For collecting data for this process evaluation category, it was useful to document group and individualized outcomes.

3.3.4 Product Evaluation. Data was collected to determine whether the CLIL3 program design achieved its aims. To gain additional insights into the program outcomes, the product evaluation component was divided into three aspects:

- (a) Regarding the project's achievement of the objectives in terms of learners acquiring oral strategies through the development of a content and language integrated learning instruction program.
- (b) Regarding the extent to which topics and classroom practices fostered students' personal development awareness.
- (c) Regarding the sustainability of the program by analyzing the extent to which the program could be institutionalized and might continue to be implemented in the future.

3.4 Data collection techniques and instruments

This section of the chapter discusses the specific data collection techniques used in this study. The instruments selected were delineated according to the categories suggested by the CIPP model. Each part of the evaluation design was addressed by at least three different techniques. There will be a detailed description of how each instrument was used in this study.

3.4.1 Journals or diaries (Introspection). According to Nunan (2002), “diaries, logs and journals are important introspective tools in language research” (p. 118). They are a teacher’s or a student’s written response to teaching events.

Advantages: They are easy to carry out. They also offer a lesson by lesson survey of the whole course from start to the end. They are written up as soon as possible after the lesson, while the events are still sparkling new and without having time to reflect and distort impressions of the class. They can involve students and teachers at the same time. It is “one way of carrying out longitudinal research –over a period of time- (Holmes, 1986).

Disadvantage: It lacks academic uprightness. The information may be controlled by the teacher or the student. The person who does it must be fairly sure about making criticism of her / himself in public.

The data collected from journals became important for this research because they helped gain insights about students’ state of learning while the CLIL program was being implemented. These journals also bestowed evidence on students’ view of the extent to which the content, the teaching strategies, activities were helpful to achieve the program goals. All the 15 students wrote their journal but for the information analysis only 6 diaries were considered for the analysis because their completeness (The students who wrote them attended all the classes).

Experiencing the process of analyzing these diaries, the following advantages and disadvantages were encountered:

Advantages: Students were eager to write. They were often very easy to perform –usually a few minutes at the end of every class. Many of them did it using the target language. This provided those students with an opportunity to practice their English in a written way although that was not part of the program objective (developing writing). It allowed an inspection of the whole course instead of just a quick snapshot. Six journals provided a very significant and detailed description of the events in the class and an introspection of students learning process.

Disadvantages: As the course was implemented to evaluate the program designed in different school hours, each module was covered in one or two sessions of five to ten hours. This was too much information to handle on the part of the students. Therefore, they could have missed some aspects that might have been relevant.

As there were no detailed closed questions to be followed, students' answers were open. Students were directed to write their learning outcomes, their impression about the classes and how they felt. Some of the journals just gave a description of the class, but there were no deep insights about the learning process.

This instrument helped to collect data for the process and product evaluation.

3.4.2 Structured interviews. Interview is another method that is becoming very prevalent in language research. This is a set of questions asked to students (focus group) or teachers or/ and administrators face to face. According to Kvale (1996), an interview is basically a conversation that “attempts to understand the world from the subjects' point of view, to unfold the meaning of people's experiences, to uncover their lived world prior to scientific explanations. It has some advantages and disadvantages.

Advantages: It is flexible. The interviewees can expand their answers. They can also come up with interesting ideas and the interviewer can follow up by asking further questions. He/she can obtain never suspected information and new insights confirming or rejecting the researcher hypothesis.

Disadvantages: It takes a long time to administer consequently; it limits the number of interviewees and the number of questions. Questions should be well prepared or else they could confuse the subjects. The answers may show a rich variety of different opinions.

This technique was also very helpful for the research study because it enabled the researcher to obtain rich information and evidence coming directly from the subjects involved in this study. It gave access to the learners' analysis and insights on target needs, objectives achievement and expectations addressed. The flexibility of the interview was a great help. It allowed obtaining more information about the teaching and learning strategies, material and activities used.

3.4.3 Observations. One of the most common instruments for data collection is observations. They can be used to focus on teacher-practice, students, and/or on the context (i.e., classroom, teaching techniques, etc.). Observations may be done by the teachers themselves, by colleagues, by students (through the use of checklists), or by outside observers. It is very difficult for a teacher to be objective about his/her own teaching practices, but generally this teacher will be more objective when the observation is on students performance or their learning context.

There are several ways to perform observations: In real-time or using video recorders. In real time observation, the researcher takes notes and analyzes as the teaching/learning activity takes place. In qualitative research this method is used without the control of a questionnaire or other instruments (Wallace, 1998; Seliger & Shohamy, 2001). However, if the data collected

needs to be more specific, it is appropriate that the researcher decides in advance the focus and makes an observational tool (such as a checklist, an evaluation sheet, etc.) and makes marks on the appropriate areas (Allwright & Bailey, 1991; Seliger & Shohamy, 2001; West, 1994). If the researcher is the classroom teacher and wants to keep a permanent record, using a simple tape-recorder or video camera may be appropriate.

Conversely, using a recorder can be disturbing because the teacher and students are usually very aware of the presence of these machines, but the teacher usually forgets about them after ten or fifteen minutes. He/she might be able to interact normally (Wallace, 1998). Students may take more time feeling comfortable with video cameras. Selecting self-observation instrument with the use of a video camera can be very helpful for the teacher researcher to gather significant information about his/her own behavior towards the teaching practice. Richards (2005) defines self-monitoring as the “systematic approach to the observation, evaluation, and management of one’s own behavior for the purpose of achieving a better understanding and control over one’s behavior” (p. 45). He also highlights the areas that are intricate to observe with other instruments: the “blind self” and the “hidden self”. The former focuses on information known to others, but not to the teacher and the latter offers information about a teacher’s behavior that is unknown to both the teacher and others.

Observations can have some advantages and disadvantages:

Advantages: The data the researcher gets especially from a video or auto recording is easy to obtain at any time he/she wants to review it. He/she can obtain real insights from various aspects of the class. There is no limit of times you can record.

Disadvantages: As the data is easy to get, researchers can end up with a huge amount of information that may not make sense for his/her purpose. Transcribing the data gathered can be

seriously time consuming. A focus group interview has to be in conjunction with other data collecting method.

For the purpose of this study, observations were very helpful in order to collect data to analyze the target objective of the course. They allowed the researcher to gather information related to the learners' oral performance as they interacted with content and language. They facilitated the collection of evidence on the teaching strategies, types of assessment and classroom learning environment in general. However, only one tape recorder was used and it was not possible to cover different students' interactions and sometimes the recorded sound was not so clear due to the loud noises coming from outside the classroom. Transcriptions were also a hard work to do for the significant number of hours recorded.

3.4.4 Oral artifacts

It is necessary to clarify that as part of the recording of the classes, the oral test (students' oral performance as assessment sample) are included here as another kind of data collected technique to help find evidence to answer the research question. There are three samples taken from three different students. One sample was taken before the implementation of the course as linguistic evidence of these three students' speaking skills. The second one was gathered in the middle of the course and the last one just after the program was implemented as a final oral assessment.

3.4.5 Documents. It is a ready-made source of information easily accessible to the researcher. It refers to the wide range of physical, written, and visual material pertinent to the study at hand.

Advantages: Documents are objective sources of data compared with other forms because the information collected cannot be altered. They can ground valuable information about the

context of the problem being investigated. Researchers can also write their own documents for the purpose of the investigation.

Disadvantages: They are not produced for research purposes. The information may not appear in form that is useful for the researcher. Their authenticity may not be valid or accurate.

Documents for this research study are quite important since they provided theoretical information regarding institutional purpose and information that needed to be contrasted to the teaching practice and the outcomes to be achieved. The documents analyzed were *Cartilla de estándares nacionales en lengua extranjera: Inglés* (Ministerio de Educación, 2006), *Los lineamientos curriculares en lengua extranjera* (Ministerio de Educación, 1999) and the *PEI (Proyecto Educativo Institucional)* from the IED Sofia Camargo de Lleras on its part related to the mission, vision and evaluation criteria and the course under evaluation.

3.4.6 Survey or questionnaire. Another way to collect data is surveys. A survey is an examination of opinions, behavior, etc., made by asking people questions to collect information. The use of this method gives the participants the chance to report what is occurring in the teaching-learning process and their own thoughts. The surveys may use closed and open questions. In the closed questions, the responses are limited to a narrow range of possibilities. In the open ones, there is more freedom in responses (Dörnyei, 2003). It is necessary to note that the items covered on the survey can vary depending on the questions asked and how they are worded. Due to this, the researcher must be very careful when deciding on how the questions are asked. Or else, the answers received cannot be very helpful because of the way the questions were posed (Allwright & Bailey, 1991; Holmes, 1986; Seliger & Shohamy, 2001). Surveys have some advantages and disadvantages:

Advantages. It is relatively easy to collect huge amount of information just in a short time. They can involve a large number of subjects. Usually, most of the people involved are very cooperative.

Disadvantages. It can implicate a lot of work in preparing and processing the complete survey or questionnaire. Answers are very restricted; therefore, results can be disappointed. Once they are administered, it is impossible to rectify any mistake.

The survey in this study were essential because they gave the researcher wide information on students' learning and target needs and some insights about the teaching-learning process, the process of assessment and students' expectations and needs toward the program. It was easy to handle, but there were some questions that did not give a clear answer to analyze towards the research objectives. Surveys were useful for the context evaluation stage. This survey was designed by the teacher researcher and validated by the tutor that led the investigation. The survey was made up of 27 questions.

3.5 Triangulation

According to Cohen and Manion (1994), triangulation is a technique that allows the researcher to use two or more methods of data collection to study the same subject. It helps the investigator to explain the phenomena supported on more than one different viewpoint.

Approaches to triangulation can focus on time, space, investigator and methodology.

Time triangulation refers to longitudinal and cross-sectional studies. Space triangulation uses cross cultural techniques. Investigator triangulation refers to the point of view of different researchers to analyze the same phenomena. Methodological triangulation is the use of different methods on the same phenomenon or the use of the same methods in different occasions (Cohen and Manion, 1994).

In this study, the phenomenon was explained using the model suggested by the researcher. The model was useful to triangulate the information gathered. The use of the model in order to triangulate the data collected was under the exemplar of methodological triangulation (Cohen and Manion, 1994). To address the research questions diverse methods were used in different occasions to collect data as you can see in table 1.

Table 1

Triangulation format

Research questions	Instrument/techniques	Model components
To what extent does the program planning address the assessed needs and institutional purposes?	Documents Interview(principal, coordinator)-Introspection Survey questions	Context
How do the strategies, resources and procedures of the program help to address the targeted needs?	Document Interview (principal and coordinator) – guiding questions	Input
In what way the program content, teaching strategies and types of assessment address the targeted needs?	Observation (Criteria to analyze transcripts) Oral artifacts Focus group questions Journal (Introspection)	Process
To what extent do classroom practices foster speaking skills and personal development awareness?	Observation, Interviews Journal	Product

3.6. Research development

The fundamental objective of this study was to analyze the extent to which the CLIL level 3 program design, implementation, and results (in terms of speaking skills and personal development fostering) are articulated to the institutional demands and to the learners' identified needs. Specially, the study describes how the program planning, strategies, resources and

procedures address the assessed needs and institutional purposes. It also considered to what extent classroom practice fosters students' speaking skills and personal development awareness.

In order to address the research questions, this study is conducted under the paradigm of program evaluation as a type of research action. The model used to guide the research evaluation was an adaptation of the CIPP (Context, Input, Process and Product), suggested by Stufflebeam (1987). Among different program evaluation types, the researcher chose this one because this model leads the evaluator to focus on the positive aspects to improve a program rather than proving if it is worth it or not.

The analysis was conducted in the IED Sofia Camargo de Lleras. A state school for girls located in Barranquilla that offers preschool, primary and secondary levels. Its facilities are well equipped: classrooms for covering 2353 students, desks and chairs in good condition, each room has two or more fans, some others have air conditioning. It has laptops and video beam for class use. There are five rooms equipped with computers, software, internet connection, a smart board and state of the art pedagogical software granted by the Ministry of Education. One of these rooms is for the use of English classes.

Regarding English teaching language, the school groups the students for instructions to enhance learning achievement. Between-class grouping (Esposito, 1997) has become an institutional practice of teaching and learning included in the curriculum in 10th and 11th for more than 5 years. Most of the classes are language oriented from primary to 9th grade and a skilled integrated syllabus is developed for 10th and 11th graders. Most of the English teaching-learning practices are towards the developing of General English with a syllabus design that answers teachers' demands rather than students needs. However, the school has more than 300 hundred content books about natural science, health, personality, math, and literature donated by

Children International¹ organization that were underused. It was necessary to move from general English practices to English for Specific Purpose approach (ESP) in order to design a syllabus that meets students target situation and needs. In order to do that a need analysis (Context evaluation) was conducted and, based on the information collected, analyzed and interpreted, a CLIL (Content Language Integrated Learning Program) was designed. This program focused on personal development subject content suggested by the students involved. The hours devoted to develop the four modules were up to 40 (two school terms).

The program design needed to be executed to validate the positive aspects in order to run it institutionally. Therefore, a pilot course with a focus group of 15 students of 10 grade level 3 ranging from 14-15 years-old was implemented (Process evaluation). This particular group was chosen because they were a complete new group for the teacher-researcher. She had not taught them before. This was relevant in order to avoid the information to be biased. This class under study was composed of students from three emphases: Communication, Science and Mathematics. As the content selected in the CLIL program was related to personal development and some general core topics, some students had already studied the information that were covered in these content and language integrated classes in other subjects in their mother tongue. Besides, they were grouped in this level (3) because of their high performances in English during sixth, seventh, eighth and ninth grades and they were the ones with the highest scores in the placement exam the school apply to group students according to the level of instruction (level 1: basic; level 2, Intermediate, level 3: high). According to Contact Barranquilla Call center

¹ Children International is a nonprofit humanitarian organization that supports children and prepares youth to escape poverty traps. The goal is to help children overcome the effects of poverty, support their education, and prepare youth to contribute to society.

program² placement exam that these students took, they were A2-B1 level of English (See categorization in European Common Framework, 2002). The students were asked to be part of this study, and they willingly accepted under conditions of having classes in different school hours (Friday or Saturday mornings).

The first stage of this research study started with the needs analysis data collecting process implemented with these 10th graders. Then, the information was analyzed to be contrasted with the target situation, the institutional demands and what the educational policies require students to achieve regarding English as a foreign language (Context evaluation). All this interpretation of information led to the area of course design. An ESP course program was designed in a detailed way, selecting the appropriate teaching points and piloting every sample teaching material as well as evaluation tools (Input evaluation). Having as a result a Content and Language integrated Instruction course program to be implemented with those students that participated in the needs analysis process.

The course program was implemented in a short period of time covering four modules equivalent to two school terms (Process evaluation). As the implementation of the program was under investigation, the classes as a whole were video recorded to collect some other data. Samples of three students' oral performance during three different oral tests were taken as data to be analyzed. Students were asked to write learning journals after each module. However, only six journals were taken as data source. The next section will describe the procedure followed during the data collection process of this study.

² This program, led by Alcaldía Distrital of Barranquilla, chooses those students from 10th and 11th grades who have A2 or B1 level to prepare them to work for Call Centers.

3.6.1 Survey or questionnaires. The advantage of using questionnaires focuses on the relatively easiness to collect huge amount of information just in a short time (Nunan, 2002). This questionnaire was meant to collect data related to students' target needs and learning needs.

- *Context evaluation: Needs analysis:*

The design of the questionnaires in this stage involved several steps. The first step was the first draft of the questionnaires (See appendix A). During this stage, improvements were made over the following items:

(a) *The number of questions.* Only 12 questions were designed. They needed to be more than 20 in order to gather more complete information relevant to shore an ESP syllabus up.

(b) *Having a balance between target needs and learning needs questions.* There were more target needs questions than learning needs ones.

(c) *Some information was not relevant.* There were some questions that meant to collect data that were useless to design a course.

(d) *Adjusting open questions to closer questions.* In order to facilitate the systematization of the information, it was more suitable to have close question with choices. Many of the questions in the questionnaire draft were open.

(e) *Restructuring complex questions to simpler ones for better understanding.* Many questions were so elaborated that could confuse students.

(f) *Rewriting the questionnaires in Spanish.* The first draft of the questionnaire was done in English. This could generate students' misunderstanding on the questions and many of the students might not have the comprehension necessary to understand what was asked.

After the feedback on this first draft, a more refined questionnaire was designed. After this part, the questionnaire was more complete and it was necessary to refine only 6 questions

that needed improvement on comprehension. One question was eliminated because it was just repeated using different words.

The questionnaire was written in Spanish in order to avoid misunderstandings and allow for freer expression of ideas (See appendix B: final draft of questionnaire). The data from this questionnaire was also helpful when designing the questions for the interviews.

3.6.2 Document analysis. Document analysis became a valuable tool for this study. It allowed the researcher to design a program based on the school institutional requirements. It was one of the instruments that really allowed the researcher to evaluate the context in contrast with the participants needs to shape the program goals. The document analysis can be seen in appendix G.

3.6.3 Interviews. For this research study specific objectives, it was necessary to interview not only the learners but the principal and the academic coordinator to have the directors' institutional point of view. There were two different segments of interviews. The first one was the one used for Context evaluation during the needs analysis process. The second interviews were done to collect data related to process evaluation and product evaluation stages.

3.6.3.1 Interviews done to students.

- *Context evaluation: Needs analysis:*

After analyzing the students' learning diaries, general questions were asked to a focus the group to collect data related to students' expectations and program objectives achievement. Each member answered to those questions and their answers led to ask some specific information on topics that each participant came up with in order to get more clarification. As it was decided to use a semi-structured interview format. Below, the general questions are listed:

(a) ¿Qué habilidades quieren o necesitan aprender o afianzar en inglés?

(b) ¿Cómo sienten ustedes que aprenden mejor?

(c) ¿Qué temas creen que deberían tratar en las clases de inglés que las ayudarían a su formación integral como ser humano?

- *Process and product evaluation:*

After the piloting course was finished students were interviewed in order to have their insights about the program. Questions addressed the research objectives for process evaluation and product evaluation. The questions asked are listed below.

(a) ¿Cumplió el programa con sus expectativas? ¿De qué manera lo hizo o no lo hizo?

(b) ¿Se cumplieron los objetivos del programa? Uno de ellos era desarrollar habilidades de habla. ¿Crees que se cumplió? ¿De qué manera crees que el curso te ayudó a desarrollar tus habilidades orales? Expresa tus razones.

(c) Otro de los objetivos era el desarrollo personal, ¿Se cumplió este objetivo o no? Expresa tus razones.

(d) ¿Cómo sentiste el proceso de evaluación? ¿Crees que fue adecuado, por qué- por qué no?

(e) ¿Cómo te ayudó el material y la metodología de la clase para alcanzar los objetivos?

The topics that students brought were related to fluency, material, personal development, and evaluation. When the topics were mentioned, the researcher asked the following questions to deal with each aspect.

(a) ¿Ahora acaban de afirmar que notan que hablan más ó sea que realmente ustedes creen que se les desarrolló más esa habilidad del habla: la fluidez? ¿De qué manera?

(b) ¿Ustedes mencionan ciertas actividades hechas en clase que le ayudaron a desarrollar la fluidez? ¿Cuáles son esas?

- (c) ¿Mencionaron que los libros que se usaron en clases eran apropiados, de qué manera ese material fue de gran ayuda?
- (d) ¿Muchas han mencionado que además durante las evaluaciones no se sintieron tan presionadas? ¿De qué manera las evaluaciones tuvieron ese efecto?
- (e) Mencionaron que el curso las ayudo a reflexionar sobre su desarrollo personal, ¿de qué manera creen ustedes que las ayudó en este aspecto?

As it can be seen from the interview questions, learners informed about the progress they made in both language proficiency and content mastery and if their expectations were met and objectives of the course achieved. The interview was developed by the teacher-researcher. It was done in Spanish in order to have students be able to express themselves as fully as possible without having language as a barrier. Again, the interviews were recorded, transcribed, and analyzed (See appendix F).

3.6.3.2 Interviews done to principal and coordinator

After interviewing students, the principal and coordinator were interviewed in order to obtain data related to context evaluation. These were the questions listed:

- ¿Por qué considera usted que las estudiantes deben aprender inglés?
- ¿Qué habilidades entonces cree usted que se deben enfatizar en la institución para ellas mejoren su nivel de inglés?
- ¿De acuerdo a esto que usted expone, considera que las niñas deben enfatizar en el habla y en la escritura?
- ¿Cómo cree usted que la alumna aprende mejor el inglés?
- ¿Cómo cree usted que debe estructurarse el programa de inglés?

From these questions, the principal and coordinator informed relevant aspects regarding the target situations and what they believed students should learn in an English class. In other words, these interviews gave the researcher more information about the target needs and learning needs from the institutional perspective (See transcripts in appendix E).

3.6.4 Learning Journals. As it was explained before, journals helped to collect data regarding aspects concerned with the process evaluation and product evaluation stages. Therefore, during the implementation of the program, students were asked to write in an “open forum” on their learning journals. Although, students were asked to write their entries in Spanish, some of them preferred to do it in the target language. The desire to use English on the learning journals was an indication of the high level of motivation that the students had during this course. Because this was the first time the students ever used this tool, they were willing to even buy a notebook to use as their journals. Participants were asked to write about what they learned in each session and their feeling towards the class. The learning journals were completed during the last 15 minutes of their class throughout the teaching of each module. Because of attendance issues, not all students were able to complete all of the learning journals per module: Only six students did it completely. These were the students that did not miss any of the classes.

After each module the learning journals were taken and information was read, categorized, and analyzed. Giving open question to write journals aimed at getting real information on students’ perspective and insights about their learning process. This led to non-manipulative information as it was done in a free way and not by leading questions asking on specific and guided topics (See appendix N).

3.6.5 Observations. Observations were done during the implementation of the program: process evaluation. In this study, in real-time observation was done using a video recorder. Using

a recorder was disturbing at the beginning but after a while the participants –both students and teacher- forgot about it and were able to interact normally. Besides, sometimes students' speech was not so audible due to the noise outside the classroom.

These video observations allowed the researcher to capture “moment by moment” (Richards, 2005) processes that occurred during teaching. This was useful for the study because the researcher could collect data about teaching practice and classroom engagement. The use of video observation was also essential in the triangulation and validation of the findings. The classes recorded were a total of 32 hours that covered four modules of the program. Transcripts of the observations were made in order to have printed evidence of classroom practice for the purpose of this study.

3.6.6 Oral artifacts. Nine (9) oral samples that belong to three students' oral performance during three different moments or oral testing were recorded and transcribed with the purpose of analyzing fluency in terms of speaking skills development (See production sample analysis, page 115).

This chapter gave us an insight of the research methodology: type of research, methods and instruments used to collect data. We can observe that there were two moments of data collected: 1) gathering information during the needs analysis process or context and input evaluation stages. 2) Collecting evidence during the implementation of the program during the process and product evaluation. This section also presented the program evaluation model, the advantages and disadvantages of the instruments or the techniques used. The next chapter will show the results of the analysis of the data collected.

4. RESULTS

This chapter will focus on a detailed description of the analysis of the data collected. This description will be organized using the model of program evaluation for this study: Context evaluation, Input evaluation, Process evaluation and Product evaluation (Stufflebeam and Shinkfiel, 2007). In order to analyze the information collected in a more comprehensible way, Context evaluation and Input evaluation were grouped in one section and Process evaluation and Product evaluation in another section. This means they are not divided in the four components. Reasons that underpin this decision lie on the fact that the data collected from the different instruments were useful for any of the two components regrouped. These four components of the CIPP model used to evaluate this program cover each research specific objectives. The way to analyze the data using the model allows meaningful insights into how the implementation of the program worked for future decisions regarding curricular changes in the school where the study took place.

It is necessary to clarify that there were two moments of data collection. During the first moment, data was collected in order to design the course program and during the second moment data was collected during and after the program was implemented. In the CIPP model, the first moment refers to the Context and Input Evaluation stages. The second data collection corresponds to the Process and Product evaluation stage.

4.1 Context evaluation and input evaluation

In this study, context evaluation refers to the analysis of the institutional purpose and students' needs in order to design a sound course (Shufflebeam & Shinkfield, 2007). Input evaluation in this study focuses on the analysis of data to design the course in terms of the

resources, strategies, procedure and objectives. Context evaluation and Input evaluation was done following a needs analysis approach (Shufflebeam and Shinkfield, 2007).

The instruments used to collect the data in order to determine the students' needs were questionnaires and focus group interviews. The instruments used to collect data to describe the institutional purpose were documents and coordinator and principal interviews. In this first part, the model suggests identifying students' necessities, wants, lacks, learning strategies, and constraints; as well as determining the requirements in terms of language learning, set by the government and educational institutions.

For the research project, the results of the questionnaires applied to the students were tabulated as well as the results of the interviews done to the coordinator, the principal and the focal group. From the questionnaires, the answer choices that most of the student selected were considered. From the coordinator and principle interviews, it was taken into consideration those questions that support the target situation and the information that supported students' needs (Triangulation approach, Cohen and Manion, 1994). The focal group answers were used in order to clarify or expand those questionnaire answers that needed further detail to build a more suitable course design such as the ones related to students' weakness and specific wants about their learning needs.

4.1.1 Results from questionnaires. Appendix C shows through graph display the responds given by the students. They were systematically organized. As follows, the qualitative analysis of the information gathered from each questions asked to the 15 students.

From the information collected from questions number 1: *¿Por qué necesitas aprender Inglés?*, 92 % of the students believe that they need to learn English for future studies. This shows that the majority of these students recognize the importance of learning English in their

future academic life. 64 % of the students believe that they need to learn it for travel, 48% of them need to learn English to read text and 38% to understand their teacher. This shows that these students recognize that English is necessary in their further studies -11th grade or / at university level-. We can interpret they recognize that learning English now will help them in their academic future life.

From the information gathered in questions number 2: *¿Cuáles actividades realizas que involucran el uso del ingles?*, it can be inferred that 65% of the students frequently listen to music, 56% see movies, and 48 % read information from billboard, labels, and video games. In general, it could affirm that the majority of these students have contact with the language through different ways. It means that they may have improved their listening skills and reading skills by their own to be competent through real and actual contact with English.

According to this result, question number 3 (*El uso del inglés se limita a: una vez, dos veces, tres veces por semana, una vez al mes, en la oportunidad que se presente*), 80% of the students feel the necessity to use English. It could be interpreted that they recognize they use English as a mean of communication. This is very positive because this shows an extrinsic motivation to learning EFL. Students value the opportunity to be in contact with English.

From the information gathered in question number 4: *En el futuro después de terminar mis estudios secundarios, para qué será útil el inglés*, 92% of the students think that the use of English in their future lives would be needed to travel and study. 84% of the students feel the use of English in their future is mostly academic. We might interpret that students are aware of the importance of English in future studies. Besides, they believe that English is necessary to perform academic studies, increase their academic preparation, a competence to work and a tool to communicate. This is coherent with the information gathered in question 1.

To the question: *Mis debilidades en la lengua son*. 40% of the students feel weak at translating texts. Only 28% feel weak at understanding songs in English. 24% of the students feel weak at understanding their teacher. From their choice on translating texts, it could be considered that they might feel weak at doing it because they have not been exposed to this. These results show that when they read they do not translate first, they try to understand the information using reading comprehension strategies.

The results of questions 6, in this construct: *las actividades de clase que más me agradan*. The highest rate goes for working in pairs and group working with 82% of the students followed by 28% of the students that like role-playings. From this result, it can be interpreted that the majority of the students like to work through interaction and only for certain activities they like to work individually. From the focus groups answer, they like to work in pairs because they think they learn better when a peer practices with them. This tells that they really need to gain some socio affective strategies that promote interaction.

The information gathered from this question 7: *Actividades que hago fuera del colegio que involucran el uso del inglés*, suggests that students are in contact with English not only in the classroom but also outside (not homework). The activities they do most are watching sitcoms (72%), singing songs (68%), listening to videos (56%), visiting web sites (52%), and watching movies (48%).

From this result, it could be interpreted that they recognize that the use of English is part of their daily lives; therefore; they need to improve certain skills, such as listening and reading. Besides, only a few students (16%) are doing an interactive course in English. This is coherent with the result shown in questions 2 and 3 from where we can see that 80% of the students seek any opportunity to be in contact with English for communication.

The data collected from questions 9 (*¿Cuál de estas habilidades tienes menos desarrolladas: escucha, lectura, habla, redacción?*), 10 (*De las siguientes habilidades: escucha, lectura, habla, escritura, ¿Cuáles quieres reforzar?*) and 11 (*¿De las siguientes habilidades: escucha, lectura, habla, escritura, cuáles dominas más?*) suggest that students need to improve their speaking and writing skills. This assumption is based on this information: 52% of the students believe that they are weak at speaking. 48% of them think that writing is the ability that they have less developed. Besides, 60% of the students believe that one of the skills they want to improve is speaking. 40% of them think it is writing. They also bear out that they have good command of reading and listening. This is validating the decisions taken 9 years ago in the school PEI, where teachers had to reinforce reading comprehension skills in all the areas of the general core, English was included, and 6 years ago we started to teach reading comprehension skills in English classes using the foreign language as a tool to teach. Using other words to say it, from graph 11 we can infer that 60% of the students believe that one of the skills they want to improve is speaking. 40% of them think it is writing. 32 % of them think it is listening. This is coherent with the result shown in question 9: only 28% feel that they really want to improve reading that is the skill that only 8% feel weak at.

According to data collect in question 12 (*Me gusta trabajar individualmente, en grupo, en parejas*), the type of interaction that students like the most is pair work: 64% answered always and 35% of them answered sometimes. Group work seems to be the second option from them: 52% answered always and 40% answered sometimes. 64% of them sometimes like to work individually. From this, it can infer that the majority of the students like to work through interaction and only for certain activities they like to work individually.

Regarding the information collected from question 13 in the construct: *Aprendo mejor cuando...* lets us assume that most of the students (68% of them) consider that they learn better when the teacher explains the topic. A great quantity of them (56%) are kinesthetic, they learn better when the explanation goes with body language. 52% learn better when they do many exercises about the topic. 48% believe that their learning is better if explanations come with recreational academic activities. We can perceive from this result that these students learning process occur through different kind of activities. It could be interpreted that they must have a mix of different learning styles.

From the results on question 14 (*En clase me gusta trabajar en el libro guía, en el tablero, en el libro, en internet, con software educativos*), 56% of the students like to work with technology either with courseware or with internet activities. 52 % of the students like when the teacher assigns activities on the board. Only in some cases, these learners like to work with the text book and with workshops. These results show that they really enjoy the classes in the “bilingual room where they use technology (internet access, English Discovery software, Cambridge Friends interactive Software) and not using a lot of printed materials.

From the interpretation of this information collected through question 16 in the construct: *¿te gustaría que los temas tratados en clase te ayuden al desarrollo de la personalidad?*, we can infer that the students are aware that the role of the teacher is not only to teach but to educate. 91% of the students agreed that they like that the topics that are taught in classes help them to develop or define their personality type. This suggests students are cognizant of the teaching role. This teaching role is not just to instruct but to help them build or mold their personality.

From the question 14 (*¿Deseas que los contenidos y objetivos de la clase de inglés vayan entrelazados con los contenidos tratados en otras áreas?*), 91% of the learners consider that the

English contents and objectives must be interdisciplinary. This leads to interpret that the topics selected to build the course program must cover different subjects or areas of knowledge.

The result about item 19 in the construct: *Me gustaría que los objetivos vayan encaminados al desarrollo del conocimiento*, shows that these learners (92%) are aware that objectives must lead to develop procedural knowledge. It can be assumed that they really want to learn not only language but different aspects related to areas of knowledge.

The results about item 20 in the construct: *Me gustaría que los objetivos vayan encaminados a desarrollar competencias comunicativas*, 88% of the students agree on the fact that they would like that the objectives of the course help them develop communicative competences. This is coherent with goals of the National Bilingual Program described in the standards for English (Ministerio de Educación, 2006). Students must develop communicative competences discriminated as linguistic competence, pragmatic competences and sociolinguistic competence.

From the item: *Me gustaría que las actividades y explicaciones me ayuden a desenvolverse en el medio*, 92% of the students would like that the activities and explanations given help them to be competent. This is also consistent with the Ministry of Education national goals detailed in the standards for English. From this interpretation we assume that these students are aware that the activities and explanations developed in classes must be meaningful in a way that helps them to be competent. This group does not feature a unique learning style, the activities must be assorted.

From question 21 in the construct: *Los temas que me gustaría desarrollar en clase que van acorde con el enriquecimiento de mi concepción del mundo y en pro del desarrollo de mi personalidad como líder transformadora*, the topics that have the highest rates are: “Knowing

yourself (78%), Careers: preparing for your future (75%), Speaking in public (65%), Health: food and nutrition (60%), Getting in shape (60%), Cooking: recipes (60%), Communication basis (57%), Technology (55%) , My body (49%), Personal appearance (48%), Values and ethics (49%), and the Environment protection (47%).

In responding to questions 25 (*¿De los temas escogidos creo que la mejor forma de desarrollarlos sería a través de...*), these learners consider that a way to develop the topics selected will be through lectures (75%), a combination of integrated skill activities (68%), panel discussion (60%), role playing (49%) and listening activities (49%).

From the item, in the construct *Siento que el aprendizaje de los contenidos desarrollados en inglés es más significativo y se afianza mayor si...*, 72% of the students believe that topics taught are meaningful and they learn them better if they are familiarized with them previously. 72% also believe that meaningful learning comes when they pay close attention to the activities done in classes. 52% believe that if they practice and reinforce through different activities and exercise, they will learn meaningfully. This means that there must be a lot of scaffolding before any teaching topic or item, the teacher must encourage participation and keep students motivation up.

In question 27, in the construct: *Me siento más cómoda y mi concentración es mejor si trabajo: en el salón de clases, en el aula de inglés, en el comedor, fuera del salón, en salidas de campo*, 80% of the students feel comfortable and their concentration is better if they work in the Bilingual classroom. 58% of the students feel comfortable and their concentration is better when they go on a class or school outing. 52% feel comfortable working in the classroom. This result might reveal that the conditions offered by the Bilingual room are appropriate for learning: they work with on line or computer based activities. Outing is shown as a strategy that gives students

the opportunity to concentrate better therefore, feel more comfortable working. Working outside the school and in the English room usually isolate students from the school noise. It seems that some students lack concentration when working in their classrooms, in the dining room area, or even at any schools surroundings.

According to this result in questions 28 (*Mis resultados en las evaluaciones son mejores cuando...*), 80 % of the students believe that their evaluation results are better if they are through a constant observation of their performance. 79% of them think that their evaluation results are better when they are evaluated through written unit assessment test. 68% of them believe that their results are better if they are evaluated through written exams addressing particular topics. 60% also consider that they do well in oral evaluation either interacting or with presentations. From this result we can analyze that students feel comfortable being evaluated in different ways. Their evaluation results are better when the assessment process is through constant observation of their performance. This result shows that the new forms of evaluation according to Decreto 1290 have been effective: The evaluation process must be constant and evaluating student's performance. Besides, they also feel that they do well in written exams. They also feel comfortable during oral exams when this does not imply interview with their teacher. This might show that they have come prepared to exams and they can memorize texts easily.

From this data the designer could obtain all the necessary information to start shaping the course design. We could observe that students want to improve their speaking skills. They prefer topics related to personal development and activities done through pair work or group work but they also like teacher's explanations.

4.1.2 Results from interviews to coordinator and principal. In order to collect data about target needs and learning needs, it was necessary to interview the principal and the

coordinator. I devised some general questions that are connected to the ones done to students in the surveys. Transcripts for these interviews can be found in appendix D and appendix E. The following section describes the most significant results from the interviews.

From the interviews done to the principal and the coordinator, it can be concluded that they recognize the importance of students' learning English for future academic studies in their life. They consider that learning English now is meaningful for their university studies and even for working opportunities:

Hoy en día por esta globalización es necesario que todas las estudiantes incluyendo nuestras alumnas estén preparadas para el futuro. Y una de las exigencias del mundo laboral es saber una lengua extranjera. ----- sobre todo el inglés.

(Interview 1 (Principal): Turn 4)

Primero que las proyecta a ----- una capacitación ----- de ellas para que ingresen --- las que optan por la vida universitaria llevar una mejor preparación lo cual les va a dar una mayor visión en su futuro como universitarias. Las que no optan por la vida universitaria sino por el trabajo, ¿si? tienen una mayor proyección por cuanto esto le va a brindar mayores oportunidades; por cuanto se pueden desempeñar en diferentes cargos tan es así que muchas de las estudiantes que salen de nuestra institución (eeeh) hoy están ocupando cargos a pesar de que no han ido a instituciones – a institutos- especializados (eeh) se pueden desempeñar en el campo laboral a la altura de las circunstancias.

(Interview 2 (Coordinator): Turn 6)

The principal considers that students should learn how to speak English properly, and also how to write it, but reading and listening should be enhanced, too. She is also aware that the school has emphasized on reading comprehension skills:

Es necesario que aprendan a hablarlo, a escribirlo muy bien, se hace necesario que desarrollen comprensión lectora. El colegio enfatiza en esta comprensión inclusive desde el inglés en le cual se han hecho muchas estrategias para desarrollar esta habilidad.

(Interview 1 (Principal): Turn 6)

Whereas, the coordinator considers that all the four basic skills are important to learn: one leads to the others.

Yo pienso que las cuatro habilidades se complementan, las cuatro se complementan. Si porque ---- una niña debe hablarlo debe escribirlo y también obviamente para hablarlo y escribirlo hay que incen ..incentivarle la parte de la escucha y la lectura. Las cuatro para mí son fundamentales.

(Interview 1 (Coordinator): Turn 16)

Both, the principal and the coordinator, believe that in order to help students develop their communicative competence as one of their human dimensions, in English classes, the contents to teach must focus on cognitive, anthropological, physical, spiritual dimensions, and also on those topics that make students reflect about their reality in order to transform it in a positive way.

Nuestro enfoque filosófico y metodológico exige el desarrollo de temas que lleven al desarrollo de las competencias comunicativas como una de las dimensiones del ser humano. Además, las otras dimensiones como: cognitivo, antropológico, axiológico, físico, espiritual etc. Estos temas creo, tu sabrás más de eso, que pueden ser temas que la ayuden a reflexionar sobre sus conexiones con la vida, el mundo, la sociedad para hacerla más sensible, más tolerante, una alumna que esté preparada para solucionar problemas que se convierta en ser líder del ambiente que le rodea y pueda transformar su realidad positivamente.

(Interview 1 (Principal): Turn 12)

Yo pienso que esta escuela transformadora como su nombre lo indica es provocar una transformación en el niño -en el joven- para que a partir de esa transformación desde lo cognitivo desde lo comportamental, desde lo actitudinal.

(Interview 2 (Coordinator): Turn 19)

The coordinator and the principal both consider that the structure of the course design should be a continuum process since preschool. The topics suggested could be values, environment, in other words all which makes a person grow as a human being. The curriculum must develop contents that allow students to develop speaking, writing, reading and the understanding of texts from different areas such as biology, history, geography, culture, topics that they study at the university.

Indudablemente, desde preescolar, se deben desarrollar temas que continúen hasta el bachillerato once, para afianzarlos. Debe desarrollarse contenidos, temas que le permitan desarrollarle el habla, la escritura, que puedan leer textos sobre cualquier área biología, sociales, historia, cultura, entre muchos que ellas ven en las universidades.

(Interview 1 (Principal): Turn 16)

Se debe estructurar un programa ¿sí? Que se vaya cada vez, que se va avanzando en la etapa escolar y se vaya profundizando un poco más verdad de tal manera que cuando ese muchacho, esa niña, ese joven salga ya salga con unas competencias en esta área que sean bastante fuertes.

(Interview 2 (Coordinator): Turn 25)

Regarding specific content to teach, he said (Turn 14):

Los valores, sensibilización sobre ellas mismas que la ayuden a desarrollar su personalidad y las haga crecer como ser humano.

From this result, we can observe that the coordinator and the principal's view point towards the learning process are similar to the students' needs and wants manifestation obtained

in the surveys. They prefer students to work on their speaking primarily but also in the other skills. The content should focus cognitive and attitudinal aspects.

4.1.3 Results from interviews to students. The interview done to the students (focal group) was executed with the intention to clarify certain questions on the survey. Six students participated in the interview. The questions were asked to the whole group as a group discussion. Any one of the group was free to answer. It could be noticed that all of them wanted to participate. Such questions were the ones related to learning needs, evaluation, and content. Transcripts of this interview can be seen in appendix F. The following section describes the most significant results from the interview.

To the questions what skills they wanted to or needed to learn, this student talks on behalf of her classmates asserting that she thinks all of them need speaking. Her partners supported her thoughts by affirming that they wanted to speak English in a natural way as they speak Spanish. The following excerpts show students' reflection over the topic.

Yo creo que la mayoría piensa que necesitamos es hablarlo, porque si no lo hablas como te comunicas como sabes que sabes inglés.

(Interview 3: Turn 2)

Si mi compañera, tiene razón, yo quisiera hablar el inglés así de manera natural como uno habla el español.

(Interview 3: Turn 3)

Yo quisiera hablarlo así como en la películas aunque uno tenga acento como la La Toti, ella habla, o así como usted, no tan bien, pero que puedan los demás entenderlo o entenderme sin recurrir al español.

(Interview 3: Turn 10)

Si exacto, así hablarlo sin problemas de comunicación que, que todo te salga facilito.

(Interview 3: Turn 11)

To the questions how they consider they learn better, they retort when teacher explains topics in a logical way and when they practice with their peers.

Yo aprendo mejor cuando la profe me explica de manera lógica, por ejemplo cuando hace aclaraciones sobre un tema, y me dice esto sale de aquí o de allá, además cuando practico bastante con mis compañeras.

(Interview 3: Turn 20)

Siento que aprendo cuando la profesora me explica los temas de una manera detallada. Y también con mis compañeras, cuando trabajo en parejas.

(Interview 3: Turn 22)

They consider they have learned vocabulary and some grammar structures, but words do not come that easily when they try to say something. They expounded that sometimes the words are in their head but they do not know to speak them out. From this data collected from the interview, we can assume students need to develop cognitive and socio affective strategies to gain lifelong learning competences.

Bueno no tan perfecto pero a veces por ejemplo yo se las palabras pero cuando quiero hablar se me hace un envolate aquí en la lengua y lo que estoy pensando no lo puedo decir bien, me equivoco entonces cuando usted, o la profesora me dice como se dice, yo pienso oye y sabía que eso lo podía decir pero no se me viene a la mente en el momento.

Además, uno ha aprendido o aprendió en los años anteriores bastante vocabulario y los temas y como se llama, las formulas este –Gramática, ¿reglas gramaticales?- Ajá. Eso pero, uno no se acuerda en el momento en el que habla. Uno las aprendió como se hace el presente, pasado y otros desde que estaba en 6 y los ha repetido pero no se acuerda en el momento de hablar.

(Interview 3: Turn 6)

From the questions regarding the topics they like to deal with in class, they consider that those topics that make them reflect would be a good option. These topics could be career advices,

health and values. Topics that show them how to deal with different problematic situations they encounter in life and the world. For example: personality, ethical values, among others.

Me gusta que los temas traten sobre nosotros, sobre lo que nos ayuda a ser mejores personas a conocernos a nosotras mismas. Como las clases que más nos gusta es la de ética, por ejemplo o religión que tratan temas que te ayudan a crecer como persona.

(Interview 3: Turn 24)

In conclusion, during this interview students clarified what topics they wanted to work on and focused on what they expected they could learn in classes regarding speaking skills. They clearly said they wanted to speak English in a natural way acquiring life-long learning competences.

4.1.4 Document analysis of mission and vision statements, national standards and evaluation system sheet from the institution.

This document analysis seeks to collect data relevant to the study in terms of what is to be achieved related to institution mission, vision and evaluation system as well as national demands. In this section, the relevant information will be highlighted and extracted under a category. Appendix J shows the analysis of the documents grouped under the categories relevant to the study. There the results are described. For the scrutiny of the documents see appendices G, H, I

4.1.5 Triangulation of the data collected from the instruments. Appendix K shows the triangulated results from the different instruments. From here, it can be observed that the common aspects are listed as follows:

- English learning is important at this stage because it will be helpful for students' future studies and work.

- English is a mean of communication.
- Students' reading strategies are developed but their speaking skills are weak.
- Students need to improve skills and acquire strategies in speaking.
- Students also need to develop human dimension that define their personality.
- Content must be interdisciplinary.
- The subjects should help students to develop or define their personality.
- Pair work, group work and lectures are relevant for the learning-teaching process.
- The use of technology should be incorporated as a powerful teaching resource.
- The topics need to be addressed using all the skills (reading, writing, speaking, and listening) and also through group discussion, panels, role plays, etc.
- The objective should lead to develop communicative competences.
- Evaluation should be through a constant observation of students' performance.
- Assessment of the final product is appropriate.

After the analysis of the results obtained through the instruments chosen, it was possible to make decisions concerning pedagogical implications related to the objectives of the course, methodology to follow, appropriate materials to use, and content to be developed, without forgetting what the teacher and the students' roles should be. These decisions underpin a deep reflection on what the context of the school is, learners' target needs including necessities, lacks and wants, learning needs, situational constraints and unexpected results. This will lead us to the area of *Input Evaluation*. The next chapter will describe the decision taken after the result found in the *Context Evaluation* stage.

4.2 Input evaluation

After the analysis of the information gathered (See Appendix K) in order to design a sound pilot course program, the researcher made decision towards the objectives, the content, resources and strategies. These decisions are described in this section.

4.2.1 Goal /Objectives. The objectives would aim at developing speaking. The final goal would be to build speaking skill to get fluency. (See appendix K: LN 1). It would be appropriate to develop social affective and cognitive strategies in order to promote speaking, thus fostering lifelong learning competence (See appendix K: LN 2). These socio affective strategies will be processed through speaking activities that emphasize on the importance of paying attention to their own feelings and social relationships as part of their learning process. As the institution seeks to foster the development of the human dimensions and students also recognize the importance of this aspect, it would be relevant to develop contents and activities that lead students to gain self-awareness on some other aspects related to personal development (See appendix K: LN 2).

4.2.2 Delineated goals. After all this analysis the defined goals and objectives will be:

- Development of speaking skills to get fluency.
- Development of cognitive and socio affective strategies to promote speaking.
- Build foundation on personal development awareness about specific aspects.

4.2.3 Delineated objectives: At the end of the course, students will have:

- Used speaking skills to fluently interact in different situations that imply natural language.
- Used cognitive and social affective strategies to promote speaking.
- Discussed and reflected on personal aspects to grow.

- **Delineated specific objectives:** At the end of the course students will be able to:

- Understand and appreciate different viewpoints and arguments of extended speech and texts provided by topic that are reasonably familiar.

- Produce clear, detailed viewpoints and supported arguments orally on subjects related to personal development.

- Interact in discussions defending viewpoints.

- Exchange opinion about different aspects related to their personal life and interest.

- Discuss different aspects that would raise awareness on the importance to grow personally to become a better person.

- Interact with a degree of fluency and spontaneity that makes interaction with peers and teacher quite possible.

- Take an active part in discussions in familiar contexts, accounting for and sustaining viewpoints.

- Self-evaluate their learning process to help develop their life - long learning competence.

4.2.4 Content. The contents selected by the students are *Knowing yourself, Speaking in public, Careers: preparing for your future, Health: food and nutrition, Communication basis, Technology, My body, Personal appearance, Values and ethics* (See appendix K: LN 2). As students wanted to work with these specific topics, it was appropriate to develop them through speaking activities focusing on the development of cognitive strategies to help students learn more successfully. These strategies might include repetition, organizing new language, summarizing meaning, guessing meaning from context, mind maps, visualization, association,

using clues for comprehension, underlining key words, scanning, self-testing, monitoring and using imagery for memorization among others (O'Malley, 1987).

Here are the defined contents to be covered in the pilot course. The topics and sub topics were taken from different sources that were coherent to the students' specified needs.

Table 2
Topics selected by students

TOPICS	SUB-TOPICS	TIME
1 Learning about yourself: The Unique you.	1. Personality type 2. Your self-image: 2.1 Improving the way you see yourself. 2.2 How are you like other people? 3. How can you deal with uncomfortable feelings 4. How can you get along with others better?	8-10 hours A aprox.
2 Foods, nutrition and you.	1. Nutrition: what food does for you, your food choices, protein, carbohydrates and fats. 2. Developing healthy habits 3. Using the daily food guide. 4. Building a healthy diet	6 - 8 hours aprox.
3 Communication skills	1. Verbal and non-verbal communication. 2. listening skills 3. How to deliver a speech 4. Project: Senior class president.	8-10 Hours aprox.
4 Careers: preparing for your future	1. Decisions about work 2. Preparing for your career. 3. Focus on the future. 4. My Job perspectives	6-8 hours aprox.

4.2.5 Resources. The most useful resource would be students themselves (See appendix K: LN 3). Although, the teacher would be used as an important resource in order to explain topics. Both students and teacher will bring their thoughts and experiences from the outside world to the classroom. The material to generate input for speaking would be authentic reading texts -printed or computer or online based- (See appendix K: LN 1.1), authentic listening texts on video format, pictures, worksheets, authentic school textbooks about the fields students suggest (See appendix K: LN 2), teachers explanations or lectures about specific topics, printable or on line worksheets. Computer or online based material as well as audio or video material (See

appendix 3: LN 3) would be feasible because the school has an English lab equipped with DVD, plasma TV, video beam, a smart board, tape recorders and 25 computers with internet access.

For the development of speaking skills the material would accentuate on: conversational strategies –conversational rules and structures-, survival and repair strategies, functional language, formation of questions, various discourse markers, vocabulary related to the topic of the conversation, correct form of words, stating point of view or main idea, phrases used for clarification, rules and norms about appropriate register, conversation controlling questions, paraphrasing, controlled fillers and using minimal response (Harmer, 2006; Uhr, 2000) (See appendix K: LN 1.2).

4.2.6 Strategies and procedures. Students considered they learned better through interaction and when they were involved in the participatory process (See appendix K: LN 2). Hence, patterns of interaction would be pair work, group work and whole class depending on the type of speaking activity selected to develop a specific topic (Wright, 2008). They consider they learn better when their partners help them in the process. This could lead to build confidence on their learning and encourage partners to improve their work.

Content based approach might be the practice chosen to help students learn (See appendix K: LN 2). The choice of the methodological strategies based on content based underpins the fact that this approach calls for the strategic teaching model. When teaching with this model and the cognitive academic language learning approach. The former considers: (a) Learning is goal oriented. Learners ought to develop declarative and procedural knowledge. (b) In learning, new information is connected to prior knowledge. (c) Learning requires knowledge organization. The latter is based on cognitive theory. It integrates appropriate content topics, academic language

developments and direct instruction and practice in using learning strategies to acquire both procedural and declarative knowledge (O'Malley & Chamot, 1990).

Furthermore, content based seems to be one of the most appropriate syllabuses for these learners because this type of syllabus focuses on the development of learning strategies (Ball, 2010). Cognitive and socio affective strategies are types of learning strategies that learner use to learn more successful (Chamot and O'Malley, 1990).

Chamot and Kupper (1989) suggest that cognitive strategies involve interacting with learning tasks, manipulating materials mentally or physically, or applying a specific technique to the learning task. Using the strategies described below, learners can store the information and remember it easily (Chamot and O'Malley, 1990).

- (a) Note-taking. Write down key words or concepts to assist one's performance in the learning task.
- (b) Summarization. Making a summary of language and information presented in the learning task.
- (c) Imagery. Using mental or actual pictures or visuals to represent information.
- (d) Placing new words into a context. Through a meaningful context, the learner is easier to remember new words.
- (e) Inferencing. Using available clues provided by the text to guess meanings or to fill in the missing information.

Socio affective strategies involve working cooperatively and ask questions to clarify ideas (Oxford, 1990).

4.2.7 Evaluation. For this 10th grade level 3 course design, it is necessary to consider evaluating the goals with a set of instruments. These instruments need to address both students' needs and institutional demands. For this course design it is relevant that the assessment instruments used to collect information from learners regarding the progress made towards achieving the goals must show a clear relation between goals and instruments. Therefore, as follows it will be discriminated what instruments will be chosen to evaluate each goal and objective:

- **Instrument of evaluation**

- (a) *Continuous assessment:* observation of performance during assignments.

Grading schemes that include some measure of class participation. Teacher records participatory action during the classes (See appendix K: LN 5).

- (b) *Oral testing:* At the end of each module, students will be tested through a prompt or question for them to give a spoken answer. The objective of this instrument is to evaluate how fluently students interact in different situations that imply natural language (See appendix 3: LN2 and LN5; also, assessment in speaking at 2.4.2).

- (c) *Teacher's assessment:* A subjective estimate of the learner's overall performance in order to observe and control the students' learning process.

- (d) *Learning journal:* Students write what they have learned so far and what technique was helpful for them. What they need to review. The learners themselves evaluate their own performance.

In conclusion, bearing in mind all the information discussed so far, the emphasis of this course design for 10 grade level 3 at Institución Educativa Sofia Camargo de Lleras was the development of speaking skills through different cognitive and socio affective strategies to

interact in a natural way (See appendix K: LN 4) in English and the development of personal awareness through content study and classroom activities.

According to the Context evaluation procedure followed by the input evaluation, the program under evaluation was designed and structured based on students' needs and national and institution demands. This means it followed a needs analysis procedure to ESP course design (See 2.2). It was done taking into consideration students' needs (learning and target). However, to determine students' needs, the analysis done in the Context evaluation only considered data taken from surveys and interviews to students and principal and coordinator involved in the study, and institutional and national documents. In the needs analysis process, there was no factual evidence (students oral sample analysis) that suggested their lack on speaking skills. In other words, the needs analysis procedure did not take into consideration the real linguistic lack to determine students' deficiency in speaking. Concerning this aspect, Richards quotes: "Needs are often described in terms of a linguistic deficiency, that is, as describing the difference between what a learner can presently do in a language and what he/she should be able to do". Therefore, as this program evaluation is following the CIPP model that "is based on an ongoing effort to identify and correct mistakes in evaluation practice" (Stufflebeam and Shinkfield, 2007, p. 328), before starting the teaching of the content, the teacher did an oral diagnostic test to observe students' speaking skills. Samples of only three students were chosen for an analysis in order to avoid overload of data. These students volunteered to get video recorded since the rest was afraid of being taped. As follows the analysis and result of this data collected.

- **Production sample analysis**

Fundamentally, the data analysis was clinical (Ellis and Barkhuizen, 2005). This refers to get the informant to produce data of any sort. It involves the use of a task where learners are

primarily concerned with message conveyance. They need to utilize their own linguistic resources to construct utterances and are focused on achieving some non - linguistic outcome. Here some control is exercised through the choice of task, but learners are expected to be primarily engaged in messages conveyance for a pragmatic purpose as in naturally occurring language (Ellis and Barkhuizen , 2005).

As discussed in 2.4.1, fluency is a key factor to measure speaking development (Brown, 2004). In order to measure these students' speech, the analysis of these oral samples will focus on utterance fluency. Tavakoli and Skehan (2005) state that utterance fluency refers to an analysis of different aspects that involve speed fluency, breakdown fluency, and repair fluency. Speed fluency measures the delivered speech by calculating speech rate such as number of words per minute. The breakdown fluency measures the ongoing flow of speech by counting the number and length of filled and unfilled pauses. Repair measures how often speakers use false starts, make corrections or produce repetitions. Taking this kind of utterance fluency analysis into account, this study will analyze students' oral speech samples focusing on temporal variable and hesitation phenomena.

The temporal variable followed the techniques suggested by Ellis and Barkhuizen (2005) in their research about English speaking fluency in two Chinese students and the studies of Al-Sibai (2004). Hesitation phenomena analysis followed the procedure proposed by Thornbury and Slade (2006). This table, done for the purpose of this study, brings together all those aspects to be analyzed in these students' oral samples. It shows an estimate of borderline level of normal fluency in an EFL student speech in an approximately 1-2 minutes talking time as suggested by Tavakoli and Skehan (2005). Students' oral sample will be measured and juxtaposed with this borderline level.

Table 3**Fluency measurement source**

TEMPORAL VARIABLE	Borderline within a minute or two
Speaking rate (wpm)= total words /# of minutes	120 – 150 wpm
Short pause length (up to 5 sec)	Up to 5 moments
Long pause length (more than 5 sec.)	Up to 1 moment
HESITATION PHENOMENA	Borderline within a minute or two
Repetition	Up to 2 w
False starts	0
Minimal responds and pause fillers	Up to 6
Replacement	0
Formulaic language	The most the better according to purpose (but not the overuse of only one)
Discourse makers	The most the better according to purpose (but not the overuse of only one)

The method of transcription employed for the oral samples in this study is the semi narrow. This system provides a standard orthography, noting pause length and ‘simultaneous/overlapping speech’ (Ellis and Barkhuizen, 2005, p.28). The result of this first sample is shown below:

- **Transcription conventions**

// Short pauses approximately 3 seconds.

///// Long pauses approximately 6 seconds or more.

XXXXX: proper names

- **Key words explanations**

(a) **Formulaic language.** Formulaic language encloses all those “ready-made or pre-fabricated units” (Thornbury and Slade, 2006, p. 218) that fill a pause and give the speakers the time to plan the following output. The use of these memorized chunks plays

an important part on both the development of fluency and on the acquisition of syntax. Example of formulaic language can be: in my opinion, I disagree, I consider that, it is necessary, because, etc.

(b) **Discourse markers.** According to Schiffrin (1987) discourse markers serve to show the connection between what has already been said to what is being said during or across speakers' turn. In local level, they connect adjacent utterances (and, but, so, for example). In the global level, they are larger chunks to signal the introduction or resumption of a topic, opening or ending a conversation, or casual connection.

(c) **Repetition.** This refers to reiteration of lexical items in order to fill a pause. They could be at the word level or the phrase level. According to Thornbury and Slade (2006), this is a primitive way to maintain conversational fluency.

(d) **Minimal responds and pause fillers.** The former refer to those idiomatic phrases that show agreement, understanding, doubt or response in an adjacency pair. The most used are *mmhmm*, *uh-huh*, *you know*, *right* and *yeah*. Pause fillers –such as *uh*, *um*, *ehm*, *I mean*, *you know*, *OK*, *andda*, *eh-* are hesitators that fill a temporary indecision when talking (Thornbury and Slade, 2006).

(e) **Speech rate.** It specifies the speaking amount of words per minute (Thornbury and Slade, 2006).

(f) **False starts:** Words or phrases that are restarted or repeated and repeated syllables at the beginning of a speech act that show hesitance.

- **Situational factor:**

Type of data: Oral test: Sample 1

Method of recording: video recorded.

To whom: teacher-researcher

When: a week before the piloting course starts

What: Speaking activity. Main task: Mini presentation about who you are. Include different aspects about personality, family, likes, dislikes, future plans. You have only 8 minutes to prepare it and 1 minute to deliver.

Where: In the school classroom. The students are sitting in front of the teacher to perform the task.

Student 1: Result

Transcription	TEMPORAL VARIABLE	Oral test 1
I well, no sé cómo empezar. Ok. My name is XXXXX. I am born //// in Barranquilla. Eh este. I, no, my parents are XXXXX and XXXXX. They are wonderful. They get no got married in como se dice one thousand no eh mil novecientos ochena y seis (T helps) Well nineteen eighty six. They got married eh and //// and and eh have a girl that is me. I had a eh //// NO, que digo. Como se dice (T makes her paraphrase: how do you say?) Yes, how do you say una infancia feliz? (T: childhood) yes, I have a good childhood. I played with my friends and I //// have happybirthdays. After, I come to the school. This school is Sofia Camargo. I was here in first, no second //// yes second until 10th grade. I think I am going //// to eleven next year and finish. I not like carrots and remolachas (T gives her language support) yes beets. But I like spaghetti and potatoes (mispronunciation). I hate hypocrisy (mispronunciation) About sports, I like to play volleyball //// and //// I like uh basketball. Ya eh. Sorry I'm finish.	Speech rate (words per minute)	75
	Pause length (SHORT) #	0
	Pause length (LONG) #	8
	HESITATION PHENOMENA	
	False starts #	1
	Repetitions #	1
	Minimal responds and pause fillers #	14
	Replacements (Spanish) #	17
	Formulaic language #	1
	Discourse markers #	5
	Delivery of message: Difficult to follow due to long hesitation, she struggles to convey her ideas.	

A shallow analysis of this students' level of fluency tells that the student is below the normal borderline standard because her long pauses and lack of vocabulary (Spanish replacements) disrupts her normal pace when talking. Besides, the overused of pause fillers that count as an increased hesitation features a typical disfluency phenomenon. She produces 75

words per minutes contrasted with a normal speech rate of 120, there is a difference of -63. She took more than one minute to deliver. Most of the long pauses were filled with long pauses and not with valid fillers. Besides, the pauses that were filled with fillers such as eh ah, este up to 14 shows lack of confidence, vocabulary and ideas on what to say. There is no use of any speaking skills or strategies development as discussed in 2.4.

Student 2: Result

Transcription	TEMPORAL VARIABLE	Oral test 1
Well. I am XXXXX. I am fifteen years-old. ///// I am from Barranquilla. I live in Barrio el Carmen. And // uhm. I, my // parents are XXXXX and XXXXX. They //are divorce. They live in Barranquilla. I live with ///// my como eh ///// no ///// My parents no (Laugh) my grandparents. They are // good //. My mother is a // eh // secretary. She has other family. My father is a policeman. He live with //another ///// woman. // I like chicken, French fries, pizza, and ice cream. /////. I // eh // hate coffee and higado (Teacher provides language support) liver. Weoo liver is //horrible. I studied // in this school when I was // in // primary I like the school. The teachers. I am going // to study // Medicine. Eh I like // to help // people.	Speech rate (words per minute)	86
	Pause length (SHORT) #	18
	Pause length (LONG) #	6
	HESITATION PHENOMENA	
	False starts #	1
	Repetitions #	0
	Minimal responds and pause fillers #	5
	Replacements (Spanish) #	2
	Formulaic language #	0
	Discourse markers #	1
	Delivery of message: There is a message conveyed by struggling with hesitation that makes the idea difficult to follow.	

The above sample demonstrates that the learner also struggles with a natural flow of delivery. In the speech rate, she is not below the limit of normal speed; still, the number of short pauses (18) are a little bit outnumbered contrasted with the time her speech last (1m, 50 sec.). She does not use any formulaic language or discourse markers what makes her speech sounds as a set of laconic sentences without cohesion. As a result, the learner sounds disfluent due, as well, to their long pauses (6) and 5 pause fillers that come usually after short pauses.

Student 3: Result

Transcription	TEMPORAL VARIABLE	Oral test 1
I // My name is // XXXX este, este and I study ///// in this school since (mispronunciation) six grade. I am in the enfasis of // math. I like // since ///// eh ///// I study // eh no I was or eh eh in primary. My este, este eeh no I love to study. I like English este no eh I want to be a ingeniero de sistema este because I like the computer and ///// internet. I este like chocolate and icecream. Este I like meat and // chicken ///// and pig //. I love ///// cats. I have one cat. Your name is // Timmoteo. He is // like to // play. Ok.	Speech rate (words per minute)	67
	Pause length (SHORT) #	10
	Pause length (LONG) #	6
	HESITATION PHENOMENA	
	False starts #	0
	Repetitions #	0
	Minimal responds and pause fillers #	6
	Replacements (Spanish) #	9
	Formulaic language #	1
	Discourse markers #	2
	Delivery of message: Unintelligible speech due to long pause disrupt what makes difficult to follow her message.	

This student's speech occurs in various breaks or irregularities within a flow of fluency. Her disfluency is generated by a great number of long pauses that slow her speed rate (65 wpm). Besides, her lack of ready vocabulary makes her use Spanish words and pause fillers that are not meaningful (eh, ah) and they come after long pause (Barkhuizen, 2005).

In sum, from these sample analysis, we can perceive that these students show a lack of speaking skills or strategies in order to sound more fluent when talking. What seems even more accentuated is the fact that at this level of studying English (10 level 3: high performers), these students are to know or be familiarized with this basic vocabulary related to personal information and maintain a more normal flow of their speech. Nevertheless, many factors could have interfered. One of them could be that they were inhibited by the video recorder while doing an oral test. Another reason for their lack is that they have been more exposed to reading and writing

skills. This result is coherent with the result of the needs analysis where students manifested that they are weak at speaking; thus, the skill they want to develop.

After making decisions upon Context evaluation and Input evaluation stages the program design was ready to be piloted. Having as a result a Content and Language integrated Instruction course program to be implemented with those students that participated in the needs analysis process.

The program was implemented in a short period of time covering four modules equivalent to two school terms. As this study is under the paradigm of program evaluation, there was an “on going check on a plan’s implementation and documentation of the process” (Stufflebeam and Shinkfield, 2007): the classes were video recorded to collect data, students were asked to write learning journals after each module and answered interview questions just after the program was implemented. In curriculum development, evaluation is part of the learning process and as this program also calls for a continuous assessment, the analysis will be under the perspective of Process evaluation and Product evaluation.

4.3 Process evaluation and product evaluation

Process evaluation included the analysis of the information gathered while the program was being implemented. It focused on the description of how or in what way the program content, teaching strategies and types of assessment address the targeted needs or not.

Product evaluation involves measuring the achievement of objective, interpreting the data and providing with information that will enable to decide whether to continue, terminate or modify the new curriculum (Stufflebeam, 1996).

For the purpose of this study, the instruments used to collect data for these two stages were: video class observation including students oral test samples, journals, and focal group

interview. In what follows, there is a description of the most salient results obtained from the 4 classes observation conducted. Initially, the most relevant aspect related to teaching strategies is described. This leads into the analysis of the teacher's actions or procedures done towards the achievement of objectives. Then, the analysis of students' oral interactions in order to observe how learners responded towards the program objectives is described. This leads to have some insights about the achievement of objectives in terms of speaking skills development, cognitive and socio affective strategies and personal development awareness (Refer to 2.4 and 4.2.1). Thirdly, the discussion on the analysis of the journal data is presented. This focuses on students perceptions about their learning process while program is being implemented. Fourth, the result of the analysis of the interview done to students is shown to gain a view of the extent students' expectation were met and institutional demands were addressed.

4.3.1 Classroom observation. In this qualitative study, the results shown in this section are the product of a deep analysis of the events in the classroom during the four modules videotaped (a total of 36 hours). Transcripts of the observations were made in order to have printed evidence of classroom practice for the purpose of this study (See appendix L). The categories analyzed emerged from the data collected. Most of the codes and topics were assorted by the theoretical assumptions that underpins CLIL methodology stated by authors like Chamot and O'Malley, Jones, Ball and Marsh. This allowed the researcher to identify and describe the features of the teaching-learning events that turned out during the content and language integrated learning setting.

169 topics or/and codes emerged from class interaction: 90 belong to the teacher and 79 to students. In order to be more descriptive, this information was classified into macro categories, categories and subcategories in order to have a detailed interpretation of data (See appendix M).

These categories were organized according to the highest and lowest frequency. The sub - categories were grouped according to the functions they had in the teaching-learning process that took place during the four modules. Through the use of sub categorizations different perspectives could be seen allowing the researcher to explore the macro categories in a more specific way. This allowed addressing different aspects concerning the program evaluation model suggested for this study.

4.3.2 Description of learning-teaching environment. Classes always took place at different school hours: Friday morning and/or Saturdays. Teachers and students always showed a good attitude. They were smiling, attentive and never complained about anything. Sometimes, classes were taught in the bilingual lab: computers with internet connection when it was required according to the objective. Generally, the classes were taught in a regular room, different from the lab, and had always an organized arrangement of the chairs. Before students arrived, the material (content books and video beam) was on the tables as well as copies needed and the chairs in the same position. It seems that the physical layout reflects the teaching style and types of usual activities teacher will do. According to Shalaway (1998), if there are frequent whole-group discussions, teachers should always try a circle or U-shaped desk configuration. The way the classroom is organized for these classes reflects this configuration that discloses that the teachers' planning activities are more into the whole group discussions. Figure 2 shows the organization of the chairs:

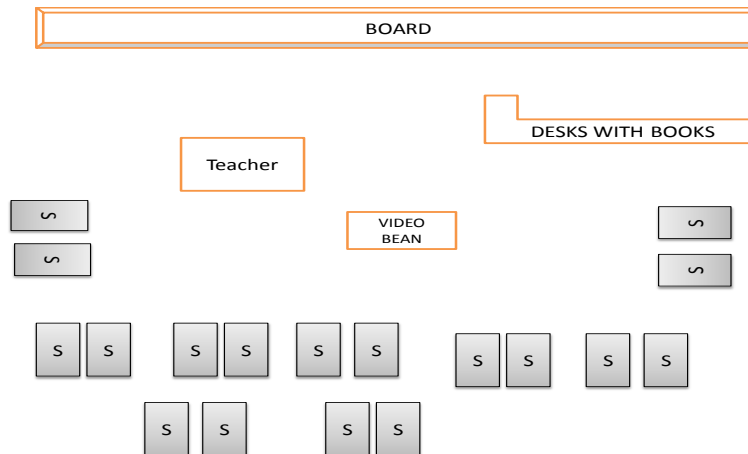


Figure 2. Classroom organization

Lesson description

The lessons comprised teacher-directed and learner-centered activities. The lessons were extended to an entire topical unit. There were four units. In the four lessons observed, there was a predominant pattern of delivery: Preparation, Presentation (developing and content moments), Practice and Evaluation. The instructions provided led to tasks associated with acquiring new information and knowledge through reading, listening and speaking about content topics related to personal development:

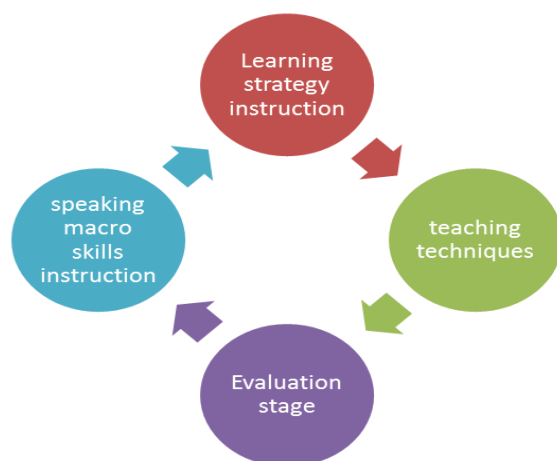
- Learning about yourself: The Unique you;
- Foods, nutrition and you;
- Communication skills;
- Careers: preparing for your future.

Written activities as such were not implemented. Decisions of not including any type of writing activities rely on the fact that this pilot course focus was on developing speaking skills.

4.3.3 Teacher's procedure analysis. What the teacher says and does in a foreign language classes is relevant to the teaching learning process. In this study, the data generated by

the teacher is meaningful in order to characterize the teaching strategies used. This was also helpful to determine the different stages in the lessons. It is necessary to highlight that all the instructions and explanations provided by the teacher were done in L2.

In this section, the teacher procedures categories and subcategories are described taking into consideration the different stages of the lesson. It is necessary to reiterate that the categories emerged from the data collected and many of them were already used by authors like Ball (2010); Coyle, Hood and Marsh (2010); Jones, Palincsar, Ogle and Carr (1987) and O'Malley and Chamot (1990). Analyzing the transcripts of the four classes observed, I could perceive that the teaching/learning context moved in a content learning scenario. There was no instantiation of an English language or grammar oriented lesson as the focus of teaching. The prescribed techniques or methodology used in the class followed a similar pattern that can be concreted into the system below:



Each component of the system was an integral part of the regular class routine and did not take place as a supplementary activity, event, or plan. For research purpose, it was necessary to isolate each component to obtain a more comprehensible result of the analysis.

4.3.3.1 Learning strategy instructions. This category refers to those behaviors that the teacher used to help students comprehend, learn, follow or retain new information during the events of a class (Oxford, 1985). Those topics or codes that support learners' effort to learn are grouped under three different factors: Those that involve planning for, monitoring and evaluating learning process before, while and after the learning activity (Metacognitive factors); factors that directly affect or transform the learning object (Cognitive factors) and aspects that encourage learning by a social interaction mediation (Socio affective factors).

- **Metacognitive factors.**

This category emerged from the data collected, but these actions done by the teacher were not planned in the design of the program. Metacognitive factors have the highest rate of frequency as part of instruction. Under this category, I gathered all those actions that involve “executive processes in planning for learning and monitoring one’s comprehension and production (O’Malley and Chamot, 1990). The subcategories that emerged were:

SUB-CATEGORIES	Number of frequencies
Monitoring :	46
▪ Checking comprehension / understanding	40
▪ Checking instruction	6
Selective / reviewing attention for special aspects	30
Planning the organization of learning environment/event	22
Stating / focusing on objectives	19
Direct explanation of speaking strategy	7
Clarifying ideas	6

- **Monitoring.** Monitoring takes place in different ways. The teacher is constantly checking students' work and helping them around while they are working on a task in pairs or in groups.

In the transcripts under the category columns, it can be seen that the descriptor of what the teacher is doing while students are working is monitoring student work. Monitoring also occurs in order to assure comprehension is achieved. This excerpt will show some of these moments:

Thank you very much. Now, in this paper you have the questions and this is the program. In pairs, again, you are going to find the answer to the questions in here.

Ok what is it that you are going to do?

(Transcript 1: Turn 9)

In these excerpts, the teacher was explaining the topic and wanted to be sure students comprehended it. She used questions or asked for signs to check comprehension:

T You got a point. We need to control that. And you must do it by controlling yourself or watching yourself when talking. If you see that you are moving a lot try to stop and start again. Is that understood?

SS Yes, miss.

(Transcript 3: Turns 94-95)

... Raise your hand if you comprehend the chart and my explanation. (All student raised their hands) Good. Now, Well, this is important for you because you are going to be part of this number in the future. Then, why work?

(Transcript 3: Turn 96 – 97)

Teacher usually checks comprehension using a question. She directly asks students if they comprehend a concept discussed or information given.

We are going to focus on certain strategies when speaking (that is the next question) these strategies will help you to interact in a better way and not to get blocked when speaking. Can you follow?

(Transcript 1: Turn 49)

It is very difficult: working and at the same time looking after a child. So, life style preference of the employment status. Are you getting the ideas? Do you have a question of something you do not understand? I mean about the topic or explanation?

(Transcript 5: Turn 39)

Another way the teacher uses to monitor if students understand what they have to do is through instruction checking by eliciting or asking to paraphrase the instruction given. In these excerpt, this can be noticed.

- T Thank you very much. Now, in this paper you have the questions and this is the program. In pairs, again, you are going to find the answer to the questions in here.
Ok what is it that you are going to do?
- M We are going to answer the questions
- T Good. Where are the answers?
- M. Here.
- T Ok in the course program. Excellent. How are you going to work?
Individually or in pairs?

(Transcription 1: Turns 9 and 13)

You are going to read in pairs. Then you are going to be in groups of 4 and answer these questions that are there. Later, we can discuss the answers to these questions. What is it that we are going to do?

(Transcript 3: Turn 52)

○ *Selective attention for special aspects.* This is one of the most frequent categories. Teacher is usually emphasizing on those aspects she considers students need to pay close attention to in order to enhance learning. The teacher also asks students to select their attention to those aspects she considers relevant to the learning environment. These excerpts show moments when this is happening. The first excerpt shows the teacher doing a clarification about something she considers will be not clear to avoid confusing: what topic will not be studied face to face.

I have to clarify that the module related to ethics and value will be virtual, the idea is that you just follow certain activities and reading and reflect on your own. We are not addressing this here. OK

(Transcript 1: Turn 36)

In this second extract, the teacher highlights information coming from students that is relevant for the rest of the class. She directly uses the expression: Pay attention to this, in order to call students' attention to relevant information.

You see her point of view. *Pay attention to this:* She wants to study and helps her brother to study in a university. A different perspective. And I like it because of *this phrase* “ I want to change my family's life. Because if you study a career and you know the career is going to give you a job.

(Transcript 5: Turn 56)

○ ***Organizational planning.*** This strategy is perceived in the form of *Advance organization*. Advance organization is taught as students are shown to preview upcoming information (O'Malley and Chamot,1990). This strategy was strongly perceived when the students were shown the program to be studied. According to O'Malley and Chamot (1990), previewing students with what they will learn will help them concentrate and focus more on their learning. In the class, the teacher invests a long time explaining the program to the students. The teacher uses a discovery approach using guiding questions for student to know the program's objectives, topics, way of assessment and methodology. These excerpts show some moments when this was happening:

Ok pay attention. Could you please, G. help me pass the course program to your classmates?. You are receiving a copy of the program to be followed in this course. In pairs, you are going to answer these questions that I am giving you. Ok, thank you. Answer these questions in pairs.

(Transcript 1: Turn 5)

You have 15 minutes to answers them, please, I do not want you to write the answers, just identify where the information is and you talk about it. OK

(Transcript 1: Turn 15)

The teacher also wants her students to focus their attention to the agenda, as it can be seen in these excerpts:

Today basically we are going to address the following agenda. This is the agenda...

(Transcript 1: Turn1)

Ok today's agenda is...: 7:30 although, we are a little late. So we are going to hurry up.

(Transcript 2: Turn 1)

○ ***Stating objectives.*** According to O'Malley and Chamot (1990), making students aware of what they are about to learn will help them learn strategically. Before, starting each class, the teacher states the goals or objectives of the lesson as it can be seen in these excerpts:

Well, let me introduce the objectives. Look at the presentation, please. At the end of this class, you will be able to get familiar with the definition of communication, differentiate verbal from non verbal communication, tell why listening skills are important and you will conclude how communication affect self-concept and self-esteem. You will also receive or be given a material about how to give a speech. That will be you oral exam. Talk to the class about topic like a class president. You will evaluate yourself.

(Transcript 3: Turn 42)

Ok, the class today will focus on foods and you. Basically we are going to talk about what is the food that you should eat. In other words, this chapter will help you to choose food that your body needs to grow and keep you healthy for years to come.

(Transcript 4: Turn 1)

Another strategy that the teacher uses in order to make students aware of the objectives was to deliberately focus their attention on what they will learn. As we can observe in the following excerpts:

What I want you to learn is to recognize what personality you have or what type. It is something that you need to know and recognize. I don't want you to change things just check if you have it or not and then, just count where you have the most descriptors that feature you.

(Transcript 3: Turn 24)

Yes, it involves both. However, as this book states on page 3. I am quoting: "this book does not emphasize written communication. Remember the objectives in this course: Our focus is speaking. Yes? So, something important to highlight is that oral communication involves speaking and listening. Is that clear?

(Transcript 3: Turn 81)

○ ***Direct explanation of the strategy.*** One of the aspects that Chamot and O' Malley (1986) emphasize when helping the learners to develop skills is to directly instruct them in the use of the strategy. We can see that the teacher directly tells the students since the very first class that it is necessary to learn certain strategies that can help them develop the speaking skill.

T Exactly. Basically I am going to focus on your on going performance. Como lo hacen en forma continua. And also there will be an oral test related to the project. You see the part where it says project: I will let you know what to be expected in the project. We are going to focus on certain strategies when speaking (that is the next question) these strategies will help you to interact in a better way and not to get blocked when speaking. Can you follow?

K No, more or less

T It means that you will not get blank when talking and can participate in a conversation without limiting yourself.

U Ah can I say in Spanish

T Ok, go ahead

- U Expresiones que nos ayuden a seguir el ritmo de la conversacion o nos ayuden a adquirir fluidez al hablar cierto, asi como lo hacemos en nuestra lengua. Sin tantas muletilla. Verdad. O quedarnos mudas chicas sin saber como decir las cosas
- T Yes like this. By the time you will know. Ok let's talk a little bit about today's section. If you have any questions about this you can ask me later.
- (Transcript 1: Turn 49-55)**

In this extract, we can notice how the teacher asks students to focus on the learning and use of certain expressions that they will use in future activities. She shows how important they are for developing speaking skills and they will always be in a visible place so students can see them every day with the intention of learning them.

- T These expressions are used in order to take turn when you are talking to a person or you partner: Can I say something, I know what you mean, but I think, Yes, you can say that again. To finish a conversation: you use these expressions. Ok now I do not have time to read them all. So, here it's the deal: *You are going to learn these expressions as they were yours. Here you are these copies have all the expressions to be used in certain context: agree and disagree, give or state your view point, starts and ends a conversation and some other speaking situation that you may encounter.*
- M We have to study them for next class ?
- T Well, yes, you will study them, that will facilitate the work, but not exactly for next class, try to learn the most of them. You will have them there as a bible, right? And I will always put them in a visible place in the classroom. *But, eventually, there will be a moment where you will be required to use them in a natural way and you will not go these papers again. So you will not have them there anymore. Is that understood?*
- Right now, I am going to give you ten minutes to get familiar with and use them in order to prepare your small talk you are about to have with your partner.

(Transcript 1: Turns 106 – 108)

- **Clarifying ideas.** The teacher was open to clarify those doubts or concerns students had and asked for. She also gave explanations when she noticed ideas were confusing. In

these excerpts, we can observe teachers reactions to students questions due to lack of comprehension or when they had doubts.

G I don't understand. We have to speak?

T No, Ok *let me explain myself better*. You speak in your group discussing the answer to these questions. You get into a consensus. Then, you choose a person to come to the front and tell the group's opinions. Ok, right. Then for example, you discuss this answer then here the person is going to say the group considers that... because...

(Transcript 2: Turns 190 – 191)

Also, clarification of ideas came after a student explained a topic or gave an opinion and she considered it was not so clear for the group. As this excerpt shows:

Yes, you are so right. *Let's recall*: Our body needs food because the food contains nutrient that our body needs. However, these nutrients come in different forms that body cells can use to do their work and get energy. As the group mentioned the six main kinds of nutrients are the carbohydrate- that supplies the body with energy, protein –that the body needs for growth and repair cells, vitamin –the body uses vitamin to fight disease and control our processes, mineral –is used to build new cells. Are you taking notes? Remember, to use a mind map.

(Transcript 4: Turn 28)

In sum, this metacognitive dynamic can be a great support in the achievement of the objectives from the perspective that it helps students understand the information addressed and in this way facilitates the learning process (Monitoring). It prepares students consciously about what they must focus their attention on (Selective attention). Also, the actions done by the teacher under this incentive calls for stating what learners are about to learn and be prepared to it (Focusing on objectives and Advanced organization). According to O'Malley and Chamot (1990), if students are aware of the objectives, learning will be more focused; therefore, comprehension of information can be assimilated easier. Furthermore, the teacher directly explains to focus on a special speaking strategy and how they will have to learn them (Transcript

1: turn 106 – 108). This is connected directly to the major objectives of the program: develop speaking skills.

- **Cognitive factors.** Cognitive factors refer to those embedded instructions that the teacher uses in order to help learners interact and manipulate what is to be learned. The subcategories that emerged are:

SUB-CATEGORIES	Number of frequencies
Asking for retaining	59
Imagery	25
Generating knowledge	22
Reviewing / repeating	15
Providing material	12
Activating prior knowledge.	8

- **Asking for retaining.** To guarantee students interact with the material to be learned the teacher constantly asks students questions. These questions aim at summarizing, synthesizing, paraphrasing, stating main ideas from the material they have read or listened to. In this excerpt, the teacher is trying to help students to memorize vocabulary they are going to use for a future task. Besides writing the words she is using and explaining, she asks questions for students to retain the meaning:

For example: in my case, (Teachers writes the words she is saying on the board). I consider I am a leader, eh for example, I am patient, right? I am tolerant. Sometimes, I am extrovert, sometimes, but sometimes I am introvert, right, I am not shy. I am very talkative. *You know what is talkative?* That is the word that is highlight on the text, one of the new words to be learned.

(Transcript 1: Turn 60)

In this excerpt, the teacher requires students to extract from a text relevant information for them in order to retain what is useful.

I think that we can stop here, right. Let's continue to the next part. But, I think that the copies are not so clear so I am going to read what it says. Well the copies are not clear. I am going to write the instruction. Study these personality types and based on our identification of who you are try to categorize what type of personality you have. Ok that the , the second one you have here because the direction is not clear.

(Transcript 1: Turn 141)

In these ones, she asks students to summarize the text by stating the main idea.

Now, what is the message? Tell with your own words the main ideas of the text. How can you improve the way you see yourself? How? Ideas from the text.

(Transcript 2: Turn: 37)

Well ,she is thinking being a professional you need to change. That is about your future: your profession. How can we get that: change about yourself? Answer based on the information you read and we have discussed.

(Transcript 2: Turn 162)

○ **Imagery.** In order to help students understand and remember new information or make a mental representation of ideas, situation or problem, the teacher uses visual images. In this excerpt, we can witness the moments when she uses imagery.

This is a candle, right? I think this object represents me because you should know about me that eh when I have a problem I know how to solve it.

(Transcript 1: Turn 64)

Now, let's go understating yourself. Now you are going to think how you spend your time. Like the boy in the picture, and all his family. How do you think they spend their time?

(Transcript 2: Turn 8)

○ **Generating knowledge.** One of the strategies used by the teacher to help students interact with the new material is reading the material aloud and explaining while reading as a way to generate knowledge or help to build concepts. Another one is resourcing what will be

discussed later. In this excerpt, the students have to read the material for the class. Before, students start reading and learn from the text, the teacher initiates reading the text aloud and immediately explaining new words and concepts by exemplifying using personal experience. This may help students feel more confident reading the new material.

She prefers an active role. You know what is a role? Role for example I have the role of a teacher. Right, this is my role. And an active role like A. She prefers an active role. She likes to be a singer and an actress. Sometime can be easily distracted. Prefers to do lots of thing at once. Lots is many, OK. If you can see there. Lots of things at once. You know, you are studying; you are listening to music, many things. That is why I told you that sometimes I am extrovert. Outgoing and enthusiastic (teacher continues reading). Ok so according to this, then you say I am extrovert, then you go and read introvert –the opposite-. You have quite energy the energy is quite. OK? Listen more than talk. Think quietly inside their heads so first think and then say. Think and then ask. Feel comfortable, I am going to write that because maybe in your copies is not clear, feel comfortable being alone. That is why I am telling you that I am introvert because sometimes I feel comfortable being alone. I don't like a lot of people around me, but sometimes. Have full hours of concentration. You know that you can concentrate a lot. You are more patient, right? Have full hours of concentration. (teacher is writing while talking). Right? Prefer to focus on one thing at a time. One at a time. For example is you are studying is just studying not playing with the computer, reading, listening to music. All these things at once is an extrovert not an introvert. Could you please continue reading the others, I am going to give you sometime only this page. You are going to read the sensors, you are gonna read the intuitive, the thinkers, the feelers, the judger and the perceivers. Ok and then you are going to highlight or underline you know what is underline (Teacher mimes underline). Ok you are going to underline what features you and then we see in what type you are the most. Ok? Lets' start. If you have a question, just raise your hand, OK? Just shout!

(Transcript 1: Turn 155)

Some other time, she uses lectures as a way to build concepts. In this excerpt, the teacher is talking about messages, a topic from module Communication skills. She is not reading from any paper, she is just supporting her speech on bullet points that appear in a power point presentation template prepared for this topic.

From the moment of your birth, people started talking to you and about you. These messages have continued ever since. After many years of receiving messages from other people, you have learned how you think other people see you and how they actually see you therefore, much of your self-concept has been built on verbal and nonverbal messages from others. A good self-concept and high self-esteem are created through positive messages, a poor self-concept and low self-esteem are created through negative ones. Look at those comments. Decide which might lead toward a good self-concept and which to a poor one. Tell me.

(Transcript 3: Turn 136)

○ **Reviewing.** In order to assure information to be remembered and possibly store in students heads, the teacher uses reviewing. Reviewing refers to recapping or repeating information in order to help retain it. She also asks students to take notes using graphics. Here, there are some examples on how the teacher does it. In this extract, the teacher repeats the concept using her own words to help students store the information.

Yes, you are so right. *Let's recall:* Our body needs food because the food contains nutrient that our body needs. However, these nutrients come in different forms that body cells can use to do their work and get energy. As the group mentioned the six main kinds of nutrients are the carbohydrate-that supplies the body with energy, protein –that the body needs for growth and repair cells, vitamin –the body uses vitamin to fight disease and control our processes, mineral –is used to build new cells. Are you taking notes? Remember, to use a mind map.

(Transcript 4: Turn 28)

These extracts show one of her most used strategy: asking students questions about new key words again and again for storing.

Yes, you're right. And what is the meaning of self -image? What is self image?

(Transcript 2: Turn 29)

What is in Spanish self image? Autoestima. Just remember what we did last class: it was to recognize yourself, to identify who you are. Now let's see how you can improve your self-image.

(Transcript 2: Turn 32)

Ok what is self image? What is self image?

(Transcript 2: Turn 49)

- ***Providing material.*** Teacher usually uses resourcing to generate knowledge. Most of the time, the new material comes from content books that students need to read to extract information. The teacher provides resourcing: books, copies, on line material and even dictionaries. The following excerpts show moments in which the teacher requires working with the material suggested by the program design (See Appendix K: LN3: resources).

In the first excerpt, students are to work in content books; in the second excerpt, students are to go to the lab to work with internet and in the last on worksheets.

Yes, now we are going to try to get into the four categories. Could you please go to the next pages. You have three pages here. You have three pages right? You have sixteen types of personality. These personalities are defined by a doctor. A psychologist.

(Transcript 1: Turn 174)

OK. Here you have this booklet.

(Transcript 1: Turn 57)

Now, let's go to the lab and you are going to go to this link that is on this page of your paper.

(Transcript 1: Turn 296)

- ***Activating prior knowledge.*** Cognitively speaking, learning concept in a new language will take place more easily if students' schema is activated previously to acquire new

material (Oxford, 1990). In these excerpts, we can observe how the teacher activates students' previous knowledge through different activities. In the first example, the teacher asks students to use their experience of shopping in order to activate vocabulary related to food, the lesson she is about to teach: *Food, nutrition and you*.

Ok, in groups of three, imagine you are the boy in the picture and you could go into a grocery store, an example of grocery store is Olimpica, and buy any kind of food you like. Make a list.

(Transcript 1: Turn 4)

In this second example, the teacher activates students' schemata by discussing some questions that are related to the topic they are about to study: *Careers preparing for your future*.

Look at the board. Basically, what we are going to do is to discuss these two questions in pairs. Question one: What steps you can take to your future career. You have two questions. Could you please discuss in pairs, with your partner next to you. We are not going to work on the computer. What steps you can take to plan your future career. Now you are going to think of yourself. What are the steps? First I am going to do this, second I am going to decide on the university. Then, I am going to talk to my mother.

(Transcript 5: Turn 6)

In conclusion, the teaching process focuses on the use of cognitive factors in order to introduce concepts related to the topics planned for studying. This dynamic directs the learning process into the achievement of objectives on the following aspects:

- Involving students into the developing on concept to create background knowledge about topics they will discuss later in a *speaking* form (Generating knowledge, providing material, activating schemata).
- Consolidating concepts in different ways (retaining, imagery, reviewing) so learners can store the information and remember it (Chamot and O'Malley, 1990). This

also helps to develop speaking since students can have background knowledge of these topics when it comes to talk about them. It is easier to talk about something you know (Hedge, 2000).

In CLIL methodology, it is implied that for content learning to be effective learning, teachers have to consider involving learners cognitively into the learning process (Coyle, 2007). The teacher in the classes observed sought for different ways to involve students with the learning through cognitive factors. She used elaboration and transferring as a direct strategy training to generate knowledge. The former refers to linking ideas in new information or integrating new ideas with known information. The latter refers to using known linguistic information to facilitate a new learning task.

- ***Socio affective factors.*** This category encloses those opportunities the teacher makes available for learners to interact with their partners in order to assist in a learning task. The subcategories that emerged are:

SUB-CATEGORIES	Number of frequencies
Stating /setting patterns of interaction	21
Providing cooperation	4

- ***Stating patterns of interaction.*** Most of the activities during the lesson were done through pair work or group work. Usually, the learning events were developed through cooperative work requested by the teacher, as we can notice in the excerpt below. Here the teacher is grouping the students in pairs to help each other answer some questions given.

Excellent. Now let's pair you up. M. with R. you two, OK, you two. Ok: you together. Here these other students. You two and you two. You have 15 minutes to answers them, please, I do not want you to write the answers, just identify where the information is and you talk about it. OK,

(Transcript 1: Turn 15)

In several occasions, she pairs students to talk about certain topics.

Now, we are going to work in pairs. You are going to discuss what do you like to do when you are not at school? What do you like to do when you are not at school? Do you have any hobbies? Ok. You are going to talk about sports, hobbies or other activities and explain why you enjoy that activity. Ok, you two, you two. ...

(Transcript 2: Turn 136)

Some other times, she groups the students in more than two members.

Well, now in groups of four you are going to discuss this questions: was there a problem of communication? If so, what was the problem? Why do you think that usually happens?

(Transcript 3: Turn 9)

○ ***Providing cooperation.*** This action is seen when a topic needs to be discussed to generate ideas from a partner or when the teacher considers a partner can help students with a learning task.

Look at the board and discuss with your partner next to you. What kinds of messages do you send when your self-concept is poor and your self-esteem low?

(Transcript 3: Turn 149)

Good afternoon. Can you work with a partner and she tells you what we are doing.

(Transcript 1: Turn 81)

The use of these socio affective strategies promoted by the teacher shows her preoccupation to follow the program design. These actions supported the learners in developing speaking because they allow them to chat, ask questing, debate or talk (Van Lier, 1996).

In sum, to ease the learning process, the teacher uses metacognitive, cognitive and socio-affective factors. On doing this, she attempts to address the interrelated perspectives that move a CLIL approach: Language of learning, language for learning and language through learning (Ball, 2010; Coyle et al, 2010), discussed in the theoretical framework in 2.3.3.

4.3.3.2 Teaching techniques. The learning-teaching process is present in the EFL classroom and is recognized by the actions and the interactions of the participants: the teacher and the learner. Analyzing the transcripts of the lessons videotaped, it could be observed that there are certain actions and interactions that unfold as the class develops. Most of these actions and interactions are offered by the teacher with the objective of creating learning opportunities for students. The following extracts will show different moments and activities that emerged out of the classroom interaction that can be considered as teaching general techniques besides the embedded learning strategies mentioned before.

These moments were categorized and subcategorized as follows:

CATEGORIES	SUBCATEGORIES	Number of frequencies
Personal development encouragement	Praising	103
	Content based topic (personal development)	15
	Rising reflection	14
	Raising self- awareness	14
	Time allowed for journal entry	4
Class procedure	Controlling / keeping the pace of the lesson	33
	Setting time limit	15
	Engaging in hand on activities	6
	Greetings	4

Supporting	Closing	4
	Stating type of/assigning assessment	3
	Giving assistance/instruction	82
	Error correction	11
	Explaining	37
	Wrapping up	29

- ***Personal development encouragement.*** This category refers to those actions that the teaching techniques involve in order to help learners to gain confidence and self esteem and most of all, self consciousness.

- ***Content based topics.*** One of the actions is the topic choice that allows students to participate and be engaged in activities where they are suggested to know and understand who they are in order to develop a strong sense of identity. These extracts exemplify moments from the class that are ruled by those topics or activities that encourage students to be self-aware of who they are:

Teacher Ok, ready. There will be a member of this group in front that will wrap things up. She will tell the whole group' conclusion. Ok? Well, let's start with the first question. Could you please, M read the first question?

M Why is it important for a person to know his or her personal strengths?

Teacher Yes, ok what did your group discuss?

M It is important for the people to know their personal strength because /// in this way they can be very useful in all their activities in ...eeeh... life.

Teacher They can be very successful in their activities. Ok good point. Yes, D.

(Transcript 2: Turn 205-209)

Ok. Now, we are in this part of the talk. You are telling you partner what identifies you. Remember thee minutes talking about who you are. Please, use the expressions I just taught, the one on the copies. These on the charts and the vocabulary. I want you to choose a partner and place face to face. OK, let's move. Students talking time.

(Transcript 1: Turn 109)

○ ***Praising.*** Another way the teacher encourages personal development is making positive statements about students' performance. In the case of this particular class, the teacher does it to build speaking skills and confidence on students performance in any of the activities suggested as we can see in the following excerpts:

Teacher Excellent- they are sharing. They are playing... ???

D Check

Teacher Excellent. chess. What else (....) they are there sitting in the same place. What else? For example, look at the mother that is sitting in the couch. Maybe is the grandmother.

(Transcript 2: Turns 83 – 85)

This excerpt comes from a work done by student in a speaking activity.

Good. Where are the answers?

(Transcript 1: Turn 11)

According to Bolden (2013), one of the ways we build people up is to praise them.

Praising helps to build confidence and trust on what the person is doing to strengthen their skills.

○ ***Arousing reflection.*** The teacher motivates learners to reflect over the topics through their personal experience in order to engage them in meaningful learning related to their self-awareness. According to The Young Adult Learners Partnership (2003), self-awareness is the state of having a clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions.

This extract shows how students are guided into an activity in which they are directly requested to reflect over the importance of being self-aware.

Good. To reflect on things. What we are going to do is to reflect. But we are going to do it through these questions: please, you can write them or not, they will be on the board. These questions are: why is it important for a person to know his or her personal strengths? How can getting along with others in your family affect your self-image? What are two ways to improve your self-image? You discuss in your groups and then we go into a plenary you now what a plenary in teaching is... The time at the end of a lesson in which the teacher finds out what children have learnt and re-emphasizes the main points of the lesson. But we are going to do it in this way. You are going to choose a spokesperson

(Transcript 2: Turn 188)

In this one, the teacher motivates students to reflect through drawing conclusions of how students must feel towards themselves; then she moves to the next reflection.

Yes, you feel better. exactly That's excellent. Guys, all the time, you have to tell yourself I am unique. I am not like anybody else. Although, there are some people that share similar things or are in a way like me, we are different in many aspects. That must be understood. You have to get into here (teacher touches her temple and shows words on the board). You are unique. You are different. So that is why when people criticize you. You are like this; you have to understand who you are, first. And evaluate yourself. And tell yourself this is me I am different from other people. And people have to accept you, ok . let's go to the next reflection.

(Transcript 2: Turn 43)

○ ***Raising self-awareness.*** One of the objectives of the activities done during the module *Learning about yourself: The unique you*, is to guide the students to have a clear perception of their personality, including strengths, weaknesses, thoughts, beliefs, and emotions, in other words, to raise self-awareness. In this extract below, we can see the moment in which the teacher is involving students into a personality test for them to have a self-knowledge of themselves. She even takes advantages of student's comments to highlight the fact that it is important to know themselves and recognize their weaknesses to work on them to improve their self-image. The teacher emphasizes the importance of recognizing who they are. The emphasis she makes on this particular aspect of self-image is due to the fact that teenagers usually experience certain confusion about their personality. The teacher as the adult and the person who

guides the process focuses on highlighting that this exercise will help learners to understand themselves as persons and be fully aware of who and what they are. According to Barnes (1997), this leads to personal development because this kind of activity helps a young person to become a more conscious human being by raising awareness on identity.

- T Be careful you are going to take the one that you have the most descriptors that define you. For example for these you are going to take only one. If you have four then that will be. But if for this you have only two. Then you will not be there. (silence)
What I want you to learn is to recognize what personality you have or what type. It is something that you need to know and recognize. I don't want you to change things just check if you have it or not and then, just count where you have the most descriptors that feature you.
- D What?
- T You are just extrovert and tell why. Then you are going to, for example, D. she can be here and here in the categories. This will make you to be able to talk about you. Sometimes I am this but sometimes I am this. So you can recognized who you are in certain situations. That gives you a self knowledge about yourself, of course.
- D This is good, miss, yesterday I see Hanna Montana and in a contest they eh tell she to say who are you. And she talk about personality
- T That is right. I consider that you must, before knowing somebody else, know who you are and reflect about it to what? To understand you as a person and try to change maybe some things that are not quite well or that you need in order to improve you self image.
(Students speaking indistinctively)
- T Ok guys finished?
- Yes (Some students).
- T Yes, now we are going to try to get into the four categories. Could you please go to the next pages. You have three pages here. You have three pages right? You have sixteen types of personality. These personalities are defined by a doctor. A psychologist. According the ones that you identified. You are going to locate yourself to what your personality type is. Is it clear. Here you have, for example, ISTJ Introverted Sensing Thinking Judging. If you have the most on that. Then you tell me professor, I am ISTJ. Or ISTP Introverted Sensing Thinking Perceiving.
(Students are talking among them)-
- T Do you know what you are going to do?
- Y Yes, but
- T Yeah, tell me.
- G I don't get it
- T Just from your findings you are going to be located in one of the modern types. Ok, well I am going to give you some time.
(Students talking -no audible-)
(Teacher monitors and helps students)

- T First of all, you are going to be familiarized with this vocabulary and then when defining your personality you are going to use this vocabulary. I want you to describe yourself. Really to be aware of what you are. That is really what I want you to learn (teacher talking to a pair)
- T Well, I am here. I am ISTP. This is me. Ok. (Teacher is explaining some students on what they are doing.)
- T Ok guys finished? Yes. Now you are going to get in to the four. Could you please go to the next pages you have 3 pages here, right. These are 16 types of personality. Ok? By a doctor he is psychologist. According to what you identified you are or have. Here, for example, Introverted, intuitive, feeler, receiver. If you have some characteristic from receiver, and some others from intuitive, and so on. You have the most on this type. Then, you are going to tell, professor I am a IRFT but sometimes I could be more a ESTF because I have this and this. Which one you consider you are? OK?
(Students continued working).
- T Is it clear what you are going to do?
- K Yes, but we are not finished.
(Students continue working on the activity. Teacher continues helping some students that are behind on the activity).
- T So as far as you finish you are going to come to the board to write your name and the personality type you are.

(Transcript 2: Turns 166 – 185)

○ ***Time allowed for journal entry.*** Another strategy that the teacher uses in order to develop personal development is asking learners to reflect on their progress. The Young Adult Learners Partnership (2003) upholds that asking learners to reflect on their progress is “probably the most important aspect of this process because it affirms learning and allows the young person to gain the confidence and self-esteem to practice their self-agency again in new situations” (page 8). The way the teacher asked students to reflect on their progress was through journal entry. In this extract, we can observe how the teacher introduces and provides them the opportunity to write in their journals. This opportunity was granted after finishing each complete module.

We can see how the teacher takes one of the students’ notebooks and gives instructions on what to do. She basically asks for an entry that describes what they have learned from the classes

given (a complete unit). She does not give them any guided elaborated questions for students to answer. It is an open entry.

No. now, guys, marvelous, congratulations. Applause. Well, we actually finish. What we are gonna do is, lend me this (she takes a students' dairy notebook), you are going to reflect, think carefully what you learn from this module. What you learn, what you have here in here in your head, what you like you can do it in Spanish. Thank you very much, let's start writing. If you did not bring your notebook to write your journal, you can do it on a piece of paper. No problem.

(Transcript 2: Turn 260)

Even when the teacher seems to forget to ask learners to write their entry, a student reminds her about them, as we can see in the extract below. This shows that students have gotten accustomed to write their journals after each module. The teacher usually collects the journals and gives them back the next class.

- T Excellent girl. Good job you can do these other test at home. Ok .
 P Miss , the journal.
 T Ok , thanks here you are. You have these last minutes to do it.
 SS Ok. (students stand up and pick their notebooks).
 (Silence)
 (Students start writing)
 T Thank you girls for your attendance.

(Transcript 5: Turns 116 – 120)

- ***Class procedure.*** The procedure is the body of the lesson plan. This category calls for those moments where the teacher marks the stages of the class routine in order to control the activities during the time allowed or just to initiate or finish the learning event. These extracts exemplify how she controls the stages of the lesson, initiates and finishes them.

- ***Controlling / keeping the pace of the lesson.*** We can notice that the time devoted to classes is really exploited. Students and teacher are usually engaged on doing

something for the purpose of teaching and learning (See transcripts of class time). And, when the teacher notices she needs to control the pace of the classes, she pushes students or warns them about that. These excerpts exemplify these moments:

- T Yes, the preparation. The preparation you need in order to, you know, know about the knowledge, the skills your future career requires. Ok. Let's start discussing.
(teacher moves around to monitor students and helps with the language)
- T You are supposed to be in the questions number two.
(Students are talking in English)
- T Ok, you are finished, right? Let's listen to some of you. Remember to raise your hand. What steps you can take to plan your future career. Ok M. what is the first thing that you will do?

(Transcript 5: Turns 5 – 7)

Sometimes, in order to continue with the activity planned in the time limit, she gives a different opportunity for a group to complete their answers when they have not finished in the time assigned for the task. We can observe that the teacher uses the expressions “Don't worry. I think you can have the answers with other groups' help” in the following extract:

- T I have checked each group and I think everybody has finished. Is it right?
- SS Yes, that is right.
- D We can not finish. We miss one.
- T Ok do not worry. I think you can have the answer with other groups' help.
- D No problem

(Transcript 3: Turns 61 – 65)

○ **Setting time limit.** Teacher directly states the time students must use in order to perform an activity. This is an example on how to respect the time devoted to each stage of the lesson. In the excerpts below, the teacher is controlling a speaking task related to

raising self-awareness. As this is a speaking task guided by the questions to be discussed, she considers controlling the time strictly to avoid students deviating from the topic.

OK. I think that everybody has finished. We are in step 3: working in pairs.
You are going to have three minutes talking time, where you are going to tell your partner who you are, based on the vocabulary that I wrote here (T shows the place on the worksheet) and the picture. OK? That in a way, it is a guide to tell your partner what identifies you. OK .

(Transcript 1: Turn 98)

T	Ok are you ready?
F	No, just a moment.
D	Some more minutes
T	Ok, <u>you will have only 10 minutes more.</u>

(Transcript 2: Turns 192 – 195)

○ ***Engaging in hand on activities.*** Hand- on activities are those in which students learn through discussing, investigating, creating, and discovering with other students. “As the students become familiar with the subject they are learning, they begin to make decisions, requiring less teacher support and allowing more interactive learning experiences to occur” (Cooperstein and Kocevar-Weidinger, 2004, p. 142). The extract below shows an example when the teacher instructs students on certain activities:

You discuss in your groups and then we go into a plenary you know what a plenary session is? The time at the end of a lesson in which the teacher, me, finds out what you have learnt and re-emphasizes the main points of the lesson. But, we are going to do it in this way. You are going to choose a spokesperson

(Transcript 2: Turns 188)

This excerpt shows how the teacher gives students the opportunity to be immersed in an activity related to the topic they are studying. The activity consists of making a meal plan for a day. This activity is the last part of the lesson that corresponds to *Application and integration*

(According to the Strategic teaching model explained in 2.3.7.1) or *Evaluation* (According to the CALLA model as explained in 2.3.7.2) as the teacher will consider this sample as oral assessment (See fluency evaluation sample). In the extract, we can observe how the teacher informs what students must include when describing their meal plan. She states the time they have for their planning and presentation and she even provides the material to draw their pyramids. This tells that she wants the speaking activity to be successful.

- T That is so right. You shouldn't eat a lot of quantity of this because it will cause health problems. We should try to cut down on the number of this kind of food. Now, look at this pyramid. What can you see there?
- M The different food groups and the servings recommended for a healthy diet
- T As you can see here. You have all the food included. What you will do now, you are going to prepare a meal plan for a day. Your meal plan should include the recommended number of servings from each of the four food groups. You will present that to a group of students. I will be evaluating this as a speaking activity. This is the way I will evaluate you: content: description of each group and why your choice of food. Use of vocabulary and concepts learned here. You have 20 to 30 minutes to prepare it. Here you are the colors, fine board to make your pyramid and rulers. It is an individual work. Students start working. Students ask teacher about how to say certain words.
- F How do you say: esta es la apropiada para mi.
- T How do you say apropiada?
- F Appropriate
- T Well, then this...
- F This is the kind of food appropriate for me.
- T Good.

(Transcript 4: Turns 73 – 77)

The extract below exemplifies another opportunity the teacher is giving students in order to participate in an on line activity. Here, students are working in the lab with internet connection in order to explore about what will be their future career according to a test.

So, to start let's work a little bit on that. We are going to go through an exploration of your skill, talents. Remember last chapter. We were just matching your personality type with a career. Now, we are going to concentrate on your skills and talents and see what would be your ideal career and/or job. Do you like working with number? Like accounting. Do you like doing research? Do you like working with people? You just want to ask those questions? What skills do you have? What abilities do you have? And what are your qualifications? To work on that you are going to work on this page. Open, the internet explorer, it's this one. Type this. The URL is www.sdworkts/this345.com

(Transcript 5: Turn 99)

○ ***Greetings and Closing.*** There is a remarkable pattern in the lesson structure to initiate and finish the lesson. The teacher usually greets her students and lets them know when the class is over. This routine gives a sense of formality and marks the moment of initiation and finalization. These excerpts show the greeting and closing routines:

Greeting:

Ok, let's start. Ok good morning again. So thank you very much for coming. And welcome to the class.

(Transcript 1: Turn 1)

Well, thanks for coming everybody. Good morning. Ok, the class today will focus on the following agenda. The objective will be: building some concepts related to self image and discuss aspects that deal to understand yourself. Basically, this will be a follow up of last class.

(Transcript 2: Turn 1)

Ok, good morning, girls. How are you today?

(Transcript 3: Turn 1)

Closing:

Excellent, G. Now , as you can see this is something important for your future. Well time is over. Thank you so much for you attendance. We see you next class.

(Transcript 1: Turn 318)

Thank you girls for your attendance. See you next class. Have a nice rest of the day.

(Transcript 2: Turn 269)

Thank you girls for your attendance. Good bye.

(Transcript 3: Turn 170)

○ *Stating type of/assigning assessment.* As part of her lesson procedure, the teacher states clearly how evaluation will take place. These excerpts are evidence of the types of assignment the teacher makes students aware they will encounter. In this extract, the teacher is getting students familiarized with how assessing will be conducted or take place in the course. She has her student read the program where it explains evaluation strategies. We can see that when the teacher mentions the assessment and the types of activities, she refers to the points analyzed in 4.2. (Input evaluation stage). The evaluation she mentions is the ongoing performance of students during the classes, oral test to evaluate their speaking skills. The focus on the speaking performance will be the use of linguistic devices to overcome disfluency.

T How will the students be evaluated? Students eh, este, they will...

Teacher Read it. It is OK. Do not worry. Just try it.

T Assessment: Oral testing, learning journal.

I What is assessment?

T Ok, I ask what is assessment. Anybody?

SS Silence

T Assessment is (teacher show the part of the course plan where the word assessment appears.

- D Assessment is not evaluation?
 T Class? What do you think. Assessment is ...
 SS Evaluation
 T Exactly. Basically I am going to focus on your on going performance. Como lo hacen en forma continua. And also there will be an oral test related to the project. You see the part where it says project: I will let you know what to be expected in the project. We are going to focus on certain strategies when speaking (that is the next question) these strategies will help you to interact in a better way and not to get blocked when speaking. Can you follow?
 K No, more or less
 T It means that you will not get blank when talking and can participate in a conversation without limiting yourself.

(Transcript 1: Turns 38 – 51)

In this extract, the teacher refers to a specific oral test as the last activity in module 3. She explains that the focus of the assessment is the content development through speaking description.

As you can see here. You have all the food included. What you will do now, you are going to prepare a meal plan for a day. Your meal plan should include the recommended number of servings from each of the four food groups. You will present that to a group of students. I will be evaluating this as a speaking activity. This is the way I will evaluate you: content: description of each group and why your choice of food. Use of vocabulary and concepts learned here. You have 20 to 30 minutes to prepare it. Here you are the colors, fine board to make your pyramid and rulers. It is an individual work.

(Transcript 4: Turn 70)

In this extract, she specifically refers to the final oral activity (oral test) students will have. The teacher explains that the focus of the test is to assess students speaking skills. This is validating the objective of the program: Develop speaking skills.

T Ok class, the last thing we are going to do. As a final oral activity, you are going to be asked different questions about different aspects we have dealt here. There will even be certain questions about different topics. You are required to express your opinions. The idea is to assess your speaking skills. Is that clear?

M When. It is an exam?

T Yes, it is kind of the oral final exam. Ok. It is going to be in eight days. Next Friday morning.

(Transcript 5: Turn 121 – 123)

- **Supporting.** This category entitles those actions that the teacher does in order to enrich learning. The teacher facilitates learning using different tactics: Giving assistance/instruction, error correction, explaining and wrapping up.

- **Giving assistance/instruction.** Usually, the teacher gives language support to students: words that they do not know, giving meanings of new words, etc. The examples below show some moments when the teacher is helping students with their language.

S I am intelligent. Determined. I am quiet and reserved, well, what else, (student looks at the charts that have the expressions). I think or in my opinion I have excellent skills in math, how do you say.. química.

T chemistry.

(Transcript 1: Turns 228 – 229)

Sometimes, the strategy that she uses is eliciting the words in English from the students as we can see in this extract:

F How do you say: esta es la apropiada para mi.

T How do you say apropiada?

F Appropriate

T Well, then this...

F This is the kind of food appropriate for me.

T Good.

(Transcript 4: Turn 77 – 82)

In the extract below, the teacher uses another strategy. She does not help the student immediately, but asks the class to give the support for language and then, she assists the student. She asks other students for the meaning of *look after*. One student answers and then, the teacher gives a more complete explanation. In the same excerpt, we can see how she assists students using translation of word/words she considers they would not understand.

- S Play or more look after his brother, don't you think?
- M What is look after?
- Teacher Anybody.
- R Take care of his brother.
- Teacher Yes, kind of. Keep an eye on a person. Have the responsibility of a person's well being. Ok going back to this. You also spend your time doing many different activities like this boy, you also spend your time with different people. However, "sin embargo" in all the activities you are always involved with one person yourself when you spend your time. You can be there at home with your relative, you can be here with your classmates. You can be with me, with your teacher. With your friends, your neighbors'. Class, there is always YOU. One day, I am here, I am like this. It shouldn't be that if you are here. You are one person then, if you are at school, you are another person. No, you are *you* anywhere you are. Now, let's see this chapter can help you understand who you are. The idea is understanding yourself. And improve the way you feel about yourself. Improve the way you see about yourself. La manera como t eves a ti misma. Ok let's see. First, we're gonna do this activity. These are the questions we are going to work on. Could you please move to the next page. Page 17.

(Transcript 2: Turn 17 – 21)

Another way the teacher assists her students is giving instructions in a way that she is convinced everybody understands.

- T Ok everybody sits down. Turn on a computer and wait go to internet explorer. And go to this link. It is there in your copy. Remember to sit in pairs. Ok? Excellent.
(Every body is getting in their chairs in front of the computer)
- T That is good. Go to internet explorer. And open the link. Let's wait until

everybody is there. Wait just a moment. A. please, wait until your partners are there.

(teacher helps those students that cannot have access to internet and just ask students to change the computers)

T Now, everybody is there. Good. Choose the word that describes the personality type. Do the quiz. First one student and then the other. Now, you have this chart there you will find objectives for you life.

Ok good. (Teacher while talking monitors). Now, complete the chart.

M What is the information here; I don't get it.

T In the first column you describe your personality type and the second column you write your objectives in life that are coherent with your personality type. These objectives must include personal and professional life.

(Transcript 1: Turns 300 – 304)

○ **Error correction.** Another way the teacher supports students with language is by correcting mistakes. Sometimes, she uses a direct way; some other time she uses an indirect way. These excerpts can be considered as evidence of error correction:

N Well, I am idealistic. I like to help other person and I am also a eh I am positive. I value my friends. I see my friends as or like? Good people. I like be with my friends.

T You like *to be* with your friends, that is nice. Ok good thank you N. let's continue with A. Ok tell me A. who are you?

(Transcript 1: Turns 237 – 238)

J Ok I am eh logical and and capable. I like mathematic. I am, ah, I mean. I am good at numbers. I am very logical. I am responsible
/responsible/(mispronounced)

T Responsible (teacher corrects)

J Responsible /rIspnzbl/. I think of the now. Too as I says. I worry about the now because I as K said I don't know what it's going to happen tomorrow.

(Transcript 1: Turns 265 – 267)

○ **Explaining.** Another teaching technique that the teacher uses to promote learning is through explanation. Sometimes, she gives long lectures about a topic or just gives some explanations as it can be seen in the following extracts:

In this one, the topic the teacher is explaining corresponds to the unit *Careers: preparing for your future*. She is basically lecturing about choosing a university. She even talks about a personal experience to validate what she is saying.

Select the university you like to study. That is very important. Sometimes universities you choose do not give you the expectations you have. Something important is that some universities offer or focus on what students need. They are just built in a way so students have a great time while studying. Choosing the right university is very important. Because if you are in a university you do not like you will have problems. You will be alone and feel terrible. That is something you should be careful. When I was in 11th grade I want to study engineering but then my mom lost her job and I had to study in a public university and there was no system engineering. I entered to licenciatura but at first I did not like it. I did not like the people. I did not like the place. But after a few weeks I met some friends that they are still my friends and things became better.

(Transcript 5: Turn 13)

In this excerpt, the teacher is explaining a specific topic related to food groups as part of the unit: *Food, nutrition and you*. She uses imagery to describe the different foods each group is made up of. The use of pictures provides her explanation with a more useful tool to help her students to understand the topic. This explanation corresponds to a conceptualization stage in speaking processes suggested by Levelt (1993) (As it is discussed in 2.4).

T Ok, that is good, now look at the board. You have here the bread – cereal group. You can see in the pictures the food that belongs to this group can you name them? please.

SS The bread, the pasta, rice, spaghetti

- T Basically: in this group we find the grains, the bread, cereal, rice, pasta such as spaghetti, ravioli, etc. This group gives you carbohydrates, vitamins and minerals. The second group: the meat-poultry-fish. Look at the picture. Tell me the food you see in this group.
- SS The fish, the chicken, the beef, the turkey, the pork.
- T Excellent, this group gives you proteins, vitamins and minerals. The third group: the vegetable –fruit one. Such as...
- SS Broccoli, pineapple, avocado, tomato, orange, mango,
- T Ok yes, all those fruits and vegetables are good because they give you vitamins and minerals.

(Transcript 4: Turn 35 -41)

○ **Wrapping up.** Another way the teacher uses to support learning is by bringing to a conclusion what it has been discussed or summarizing the ideas studied. These extracts are example of some of these moments.

Here, the teacher is giving a conclusion on the topics the students have discussed. According to what she says it seems she is emphasizing on the objective of the activities they have done in order to start the last phase of the lesson (*Application and integration* (According to the Strategic teaching model explained in 2.3.7.1)).

Well, as you could see this is a real example of usually in life you know the first thing that you need to know when you go to the world, the first thing that you need to know when you are growing up is to start building and identify who you are. I mean, maybe they ask you for example, who and how is your friend and then you say he/she is like that, she/he is friendly, and sometimes he/she is extrovert. But, when they ask you about who you are. You go silent you don't know how to define you. You should know. You should say I am like this, I am this. I am not saying that you have to be egotistical. It is just that you know yourself that you recognize what you like, what you are. What descriptors to use. That shouldn't happen, to go silent. It is OK to talk about you and feel you know yourself. That is the first thing you should know first about yourself and then your friend. That is why this exercise is about. Then from now on you are gonna say who you are. I am this. I am like this. I am not that. And then you don't go like that girl in the show and go blank. Now, that what I am going to ask you know, WHO YOU ARE. Ok. Let's start. Who are you? Who wants to start? OK

(Transcript 1: Turn 218)

In these extracts, the teacher summarizes what a group has concluded in order to clarify and recapitulate main ideas:

- M A person that does not feel beautiful and eh the family tell /// she is ugly, she eh can feel very // bad and does not believe /// eh in her. Then the people change and eh don't have any strength because they tell them bad things only, ok finish.
- T We must be so careful as mother or father because your self image is built from what people say and what people say that affect you. Very good. Congratulations on your reflections. Let's continue with the next one.

(Transcript 2: Turn 246)

4.3.3.3 Speaking macro skill instruction. It could be perceived that the teacher uses an indirect approach to develop speaking. The indirect approach assumes the learners can acquire speaking competences simply by doing it (Thornbury & Slade, 2006). It presupposes that the focus is to engage learners in conversational interaction by providing them with opportunities to “have conversations”. It defers from the direct approach which presumes the need for a form-focused instructional stage at some point in the lesson cycle (Howatt, 2004). The teaching of speaking through this teacher's speaking management is evidenced through these strategies:

CATEGORIES	Number of frequencies
Encourage participation	30
Setting speaking opportunities	26
Focusing on fluency	14
Encourage the use of L2.	11
Get learners talking	12
Modeling	9
Reducing anxiety about a task.	6
Asking the use of discourse markers	3

- **Encourage participation.** Some students are more open up to participation and contribute to the conversation with effortlessness but, commonly in a foreign language setting, it

is not easy for students to participate without a push. In the following extracts, the teacher tries to create an atmosphere to encourage participation of her students:

She directly calls students' names to answer questions and praises their participation to motivate others. Praising students can generate a positive impact on the other, thus encouraging them to participate (Ur, 2000):

I	Yes and also because I care of the now. I don't care about tomorrow. Maybe if I die. I don't know. I have to enjoy today my life now. Because I don't know what can happen tomorrow
Teacher	Tomorrow. That is a good thinking of the world. That is very good. P. ok. Tell me P.
P	I am extrovert, and intuitive.

(Transcript 1: Turn 252 – 253)

In this extract, she directly asks student in a polite way to participate in the discussion.

T	Ok now let's listen to your friend. Yes, J. could you share your description?
J	Oh eh and I have many things. I am talkative. I like to eh blaa blaaa. Sorry.

(Transcript 1: Turns 262 – 263)

(a) She gives them the model they need to start talking.

T	N. Well before you start you can say I am Introverted Feeler with Extraverted Intuitive person . You can start explaining. You can start like that, OK
---	--

(Transcript 1: Turn 234)

(b) The teacher is tolerant when leading a class discussion, and when she seems to have no answer to the question she waits a full sixty second for any student to break the silence.

This uncomfortable silence will be just what a hesitant student needs to speak up (Richards, 2000).

- T Then, you have to understand that, then you will feel that things are going to change. Any other comments?
(Silence)
- T For example, how can you tell when somebody likes you. Let's answer this question. How can you tell that some one likes you? Tell is realize, darse cuenta, ok? Como puedes darte cuenta tú, que tú le gustas a alguien? How can you tell that somebody likes you and what I am saying is not from boyfriend to girlfriend?
(Silence)
- T How can you tell that people like you?
Yes, you want to say something. (teacher addresses to a students whose body language tells she wants to say something)
- F When they are talking to me, when they tell my ////their problems. when they tell me things because they know I can help.

(Transcript 2: Turns 68 – 71)

- ***Setting speaking opportunities.*** One of the most common macro skill instructions is to provide speaking activities to students in order to express their opinions or ideas. We can see that during these classes, students are arranged for participating in speaking task. These excerpts will show those instances when the teacher set up speaking opportunities:

You have 15 minutes to answers them, please, I do not want you to write the answers, just identify where the information is and you talk about it. OK

(Transcript 1: Turn 15)

Well, now in groups of four you are going to discuss these questions: was there a problem of communication? If so, what was the problem? Why do you think that usually happens?

(Transcript 3: turn 9)

- ***Focusing on fluency.*** It could be perceived that the teacher usually lets students talk showing that she is interested in their expressing their thoughts or performing the task suggested. The following examples will show teacher- student interaction in which it could be seen how the teacher does not interrupt to correct the students in spite of their mistakes and follows the conversation showing interest in what they are saying.

In the first excerpt, the student makes a grammar mistake using *were* instead of *was* and the verbs choice is not the correct one. In the second the mistakes is the use of *very* as a quantifier instead of *many*. In the last excerpt, the word *Physics* is mispronounced. We can observe how the teacher shows interest in what the students say and let them continue what they want to say.

FIRST EXCERPT :

- T She was asked about her ... her personality type, and she didn't know what to say
 D Yes, she were silent with the microphone like this.
 T So she went silent, amazing. And she is an actress
 D She was in the microphone and then she says I am good no I am nice //// so she did not know what to say.
 T Well, as you could see this is a real example of usually in life you know the first thing that you need to know when you go to the world

(Transcript 1: Turns 214 – 218)

SECOND EXCERPT:

- M Yes, I have a friend that she always use gesture, very very gestures and she never remember how to say something and uses the arms and the head.
 T You got a point. We need to control that. And you must do it by controlling yourself or watching yourself when talking. If you see that you are moving a lot try to stop and start again. Is that understood?

(Transcript 3: Turn 95)

THIRD EXCERPT:

- G I like very much /fized/ (Physics)
 T Interesting: *Physics!* That is cool. What kind of training do you need for your future career? Focus first on what you want to study?

(Transcript 5: Turns 22 – 23)

However, the examples above show two different paradigms EFL teachers usually struggle with when teaching speaking to get fluency. These paradigms are well explained by Ebsworth (1998) and Rutherford (1987). They both agreed that in the fluency-oriented approach the focus is not accuracy. Teachers should not stop a student's speech to correct mistakes. They must continue the conversational tread to help them develop fluency in the different speaking activities planned for this purpose (Paradigm 1: Extract 2). Yet, Rutherford affirms that there is a consciousness raising phenomenon, that Ebsworth calls a natural reaction of most EFL teachers that works as feedback from the instructor, reminding the speaker of errors in a positive way (Second paradigm: Extract 1 and 3). In sum, "although the fluency-oriented approach seems so different from the accuracy-oriented approach, introducing some elements of accuracy in it is feasible" (Ebsworth, 1998, p. 17).

- ***Encourage the use of L2.*** The teacher is always motivating students to communicate in English or use English as a mean to express their ideas, opinions, or thoughts. The extracts below show some of those moments. In the first one, we can observe that the teacher reminds the students to switch to English when the student changes to Spanish just by saying and emphasizing in the word *English*.

- K. I think that the objectives are these. No, pero los módulos son éstos.
 T *English*
 K (Laugh). Ok these are the modules and these, the strategies. These are the evaluation.

(Transcript 1: Turns 16-19)

In this extract, the teacher is trying to convince the students that if they speak English that will help them a lot to improve their speaking skills.

T Ok let's see how it works for you I know that will be possible if you also help. I mean if you only try to speak English that will help you a lot to improve.

K Yes, Ok no Spanish.

(Transcript 1: Turn 30)

- ***Get learners talking.*** The teacher also incites the learners to talk in different moments during the class cycle. These excerpts show these moments:

Then, we are going to listen to some of you why you chose that animal. Ok for example, if you drew a rabbit. You say, a rabbit is the animal that represents me because a rabbit is cute and I am tender. You define the quality through what the animal features. It is not possible to find an animal that suits you perfectly.

(Turn 1: Turn 93)

Now, what is the message? Tell with your own words the main ideas of the text. How can you improve the way you see yourself? How?

(Transcript 2: Turn 37)

- ***Modeling.*** The teacher usually models how students should express their ideas or gives a pattern to follow when performing a speaking task. These excerpts show these moments:

Ok it is a short talk. You say I am like this and this, I am patient, I am lazy, I don't like to wake up early. I am tolerant. I am a little crazy because I... and, this is the object that represents me or the animal. I consider this animal or the eagle, for example, represents who I am because... Ok let's start.

Transcript 1: turn 110

Later, you are going to write not draw here an animal, an object, a thing that you think that represent you. OK? For example: in my case, (Teachers writes the words she is saying on the board). I consider I am a leader, eh for example, I am patient, right? I am tolerant. Sometimes, I am extrovert, sometimes. But sometimes I am introvert, right, I am not shy. I am very talkative. You know what is talkative? That is the word that is highlight on the text, one of the new words to be learned.

(Transcript 1: Turn 60)

- ***Reducing anxiety about a task.*** In the extracts below, we can see different ways to minimize fretfulness that the teacher uses with the students before a speaking task. One of the strategy the teacher applies is to write the ideas first before talking, and also eliciting the subject and relating it to things students know and like, or organize the information systematically, as we can see in this excerpt:

What is it again? First of all, you are going to write all the words, it does not matter If you don't know how to say some words in English you can write it in Spanish and we, I'll help to translate it. All the words that define you as a woman, as a person, as a daughter OK? and then you are going to prepare a little talk and you are going to tell that to your partner and defines who you are. You can see your paper. Relax, it is something that you know because it is about you.

(Transcript 1: Turn 60)

In both excerpts above, the teacher gives clear instruction on what the speaking acts should be and tell how students should start.

We can see that the strategy here is to give them some time to prepare what they will say.

Right now, I am going to give you ten minutes to get familiar with and use them in order to prepare your small talk you are about to have with your partner.

(Transcript 1: Turn 108)

In this other extract, the teacher directly tells the students how to start a talk when she sees the students' nervousness or lack of guidance on how to start is blocking them.

N. Well before you start you can say I am an Introverted Feeler or I am an Extraverted Intuitive person. You can start explaining. You can start like that, OK? Just calm down!

(Transcript 1: Turn 234)

- *Asking for the use of stallers, discourse markers and other inserts.* Stallers are those devices used to fill momentary hesitation caused by the demands of real time processing pressure or to fill space in order to buy time to plan what to say next. These stallers can be false fillers such as er, erm –conventionally transcribed as uh, um-, verbal fillers (I mean, well, Ok, you know, right, etc). Discourse markers and other inserts show “how what is being said is connected to what has already been said, either within a speaker’s turn or across speaker turns” (Thurnbury & Slade, 2006, p. 57). Example of discourse markers and other inserts *are and, but, so, firstly, finally, anyway, so, because*, among others. The teacher uses compensation strategy instructions by directly exposing and demanding the use of stallers, discourse markers and other inserts.

These excerpts are evidence of the moments when the teacher is instructing students on the use of these compensation strategy expressions. The teacher directly tells the students to memorize the expressions to be used when speaking. She emphasized that doing so when speaking, students can avoid long pauses and undue hesitation. She tries to raise awareness on the importance of sounding natural when speaking and conveying the right message. She gives a printed copy of the expressions and always has them in a visible place in the classroom. We can

observe how the teacher focuses on guiding students to get to the program objective -develop speaking skills- in a very straight way.

T OK. I think that everybody has finished. We are in step 3: working in pairs. You are going to have three minutes talking time, where you are going to tell your partner who you are based on the vocabulary that wrote here (T shows the place on the worksheet) and the picture. OK? That in a way, it is a guide to tell your partner what identifies you. OK

Some students OK, miss

R Remember this. (Teacher glue a two big posters on the wall). Let's pay attention. Remember when you are talking you show interest on what the other person saying. You can use expressions such as: mmhmm, yeah, I know, that is interesting, is it so? I didn't know that about you or ask questions like: why do you say that? Why did you choose that animal? Now. Look at these charts, again: From now on, you are going to try to use these idiomatic expressions to show you are an active listener. This will help you to be at least an active participant. Ok. Fillers –muletillas- in English to sound more natural when speaking English, you need to use them. Also, here you have some some strategies in order to overcome limitation when you want to say something. Is that right?

Some students Yes.

U But muletillas?

T Yes, fillers. Like este, este, osea, osea eh eh. Actually, they are not that bad to use them but we need not to use them a lot because it shows disfluency. I mean it show that you do not speak fluently or do not know how to say things. You sound not like a good speaker. Even in Spanish, right. You mock at people who all the time use them and do not convey information or express his/her ideas in a very smooth way (teacher makes gestures to explain smooth). Is that clear?

Some students Yes, miss. We understand.

T First, it is nice that you in order to overcome limitation. Es decir cuando, cuando uno se traba porque no sabe la palabra. Por favor no se queden en blanco. Intente con estas expresiones, mientras buscan la palabra correcta: well, you know when, ehh, ehh, and, and, eh, I mean, I don't know, let me think, you know, I don't really remember, let's see. Or just repeat certain words but not so often like, filler, well filler is ...

(Students start imitating the teacher):

I don't know. Eh and, let me think.

T These expression are used in order to take turn when you are talking to

a person or you partner: Can I say something, I know what you mean, but I think, Yes, you can say that again. To finish a conversation: you use these expressions. Ok now I do not have time to read them all. So, here it's the deal: You are going to learn these expressions as they were yours. Here you are these copies have all the expressions to be used in certain context: agree and disagree, give or state your view point, starts and ends a conversation and some other speaking situation that you may encounter.

M We have to study them for next class

T Well, yes, you will study them, that will facilitate the work, but not exactly for next class, try to learn the most of them. You will have them there as a bible, right? And I will always put them in a visible place in the classroom. But, eventually, there will be a moment where you will be required to use them in a natural way and you will not go these papers again. So you will not have them there anymore. Is that understood?

Right now, I am going to give you ten minutes to get familiar with and use them in order to prepare your small talk you are about to have with your partner.

(Transcript 1: turn 98 – 108)

The teacher emphasizes on the use of these expression more than one time. In this extracts below, before starting a speaking activity, she tells the learners to use the expressions.

Ok. Now, we are in this part of the talk. You are telling you partner what identifies you. Remember thee minutes talking about who you are. Please, use the expressions I just taught, the one on the copies. These on the charts and the vocabulary. I want you to choose a partner and place face to face. OK, let's move. Students talking time

(Transcript 1: Turn 109)

T OK. What you would do now is that you are going to say what personality type you are and explain why. You need to use the vocabulary suggested and (showing the charts that have the expressions) try so hard to use them. But so hard. You gotta go like eh, well, you know, I do not want to hear any este este, como se dice but how do you say? It is when you... try to use other words or the meaning of the word if you don't remember how you say it. Is it understood?

Some students	Yes, miss. Clear.
Some students	Of course.

(Transcript 2: Turn 203)

4.3.3.4 Evaluation stage. This aspect concerning evaluation will be discussed in the product evaluation stage as this involves the students' performance assessment that gives accounts of the achievement of objectives. There were two oral tests done: One after the third module and the other at the end of the whole classes. Only three students sample were taken for the purpose of the investigation. These students are the same students that participated in the diagnostic test done before the implementation of the course.

4.3.4 Students' procedure analysis. Most of the students' actions are initiated by the teacher and they are related to language content activities in which the learners have to respond to teacher's requests, questions or/and instructions as part of the teaching-learning environment. In the video observation transcripts, we can observe that students do not interact with language-accuracy activities in which the emphasis is on form but with content material and activities in which the emphasis is on meaning.

The purpose of this section is to show the results on students' procedure or performance towards learning; therefore, as evaluation is an integral part of the learning process, there will be an examination of the results expected though.

Bearing in mind what is discussed so far, the instantiations of students' procedure is categorized as: Learning constituent, socio-affective mediation and speaking skill patterns.

4.3.4.1 Learning constituents. This category encloses those behaviors that learners use to increase their efficiency when approaching a learning task. These are those students' responses

that signpost that learning might have been taking place during the class development. The subcategories gathered under this category entitle that meaningful learning conditioning that gives evidence of an initial sign that the material to teach is being processed. The subcategories that were grouped under these categories are: Showing understanding/comprehension, Answering comprehension questions, Context based association (Making personal / meaningful association), Content based topics focus (Topic control), Building concepts, Reflecting from real experience and Summarizing.

CATEGORIES	SUBCATEGORIES	Number of frequencies
Learning constituent	Showing understanding/comprehension	50
	Answering comprehension questions	32
	Context based association (Making personal / meaningful association)	27
	Content based topics focus (Topic control)	27
	Building concepts	20
	Reflecting from real experience	16
	Summarizing	14
	Self-awareness	14

- ***Showing understanding.*** In different stages of the class development, students show their comprehension to what is been done, explained or instructed. In the following extract, the student reacts to what the teacher says emphasizing that she agrees with the objective focus. She practically interrupts her teacher showing enthusiastic to what it has been said. This is a sign that students understand what the teacher is explaining. Besides, in this example, we can observe that the student is confirming that her learning needs is coherent with the objective outlined.

- Teacher Excellent. So as it is said there we are going to focus on speaking, write so basically we expect that you improve you speaking abilities.
- D Yeah, excellent. Teacher oh sorry Miss. I want to speak English very good.
- Teacher Ok let's see how it works for you I know that will be possible if you also help. I mean if you only try to speak English that will help you a lot to improve.
- K Yes, Ok no Spanish.

(Transcript: 1 Turns: 28 – 31)

Students do also use L1 in order to show they understand what it has been instructed. In this extract, we can see how the student first expresses her lack of understanding. Then, after the teacher's clarification, she makes the teacher aware she gets the message by explaining in L1 what the teacher says. She even asks for permission to do it in Spanish.

- Teacher Exactly. Basically I am going to focus on your on going performance. Como lo hacen en forma continua. And also there will be an oral test related to the project. You see the part where it says project: I will let you know what to be expected in the project. We are going to focus on certain strategies when speaking (that is the next question) these strategies will help you to interact in a better way and not to get blocked when speaking. Can you follow?
- K No, more or less
- Teacher It means that you will not get blank when talking and can participate in a conversation without limiting yourself.
- U Ah can I say in Spanish
- Teacher Ok, go ahead
- U Expresiones que nos ayuden a seguir el ritmo de la conversacion o nos ayuden a adquirir fluidez al hablar cierto, asi como lo hacemos en nuestra lengua. Sin tantas muletilla. Verdad. O quedarnos mudas chicas sin saber como decir las cosas
- Teacher Yes like this. By the time you will know. Ok let's talk a little bit about today's section. If you have any questions about this you can ask me later.

(Transcript 1: Turns 49 – 55)

Sometimes, there is evidence of a whole class understanding of concept or/ and instructions by a simple OK, YES, accompanied with some gestures, as we can observe in the following excerpts:

- Teacher Yes, fillers. Like este, este, osea, osea eh eh. Actually, they are not that bad to use them but we need not to use them a lot because it shows disfluency. I mean it show that you do not speak fluently or do not know how to say things. You sound not like a good speaker. Even in Spanish, right. You mock at people who all the time use them and do not convey information or express his/her ideas in a very smooth way (teacher makes gestures to explain smooth). Is that clear?
- Some students Yes, miss. *We understand.*

(Transcript 1: Turns 103 -104)

- Teacher Well, Please, do not forget on your notebooks but in your journals just write what you think it was relevant to your learning. What you really learned. Is that understood?
- Students Ok

(Transcript 2: Turns 3 -4)

Sometimes, students paraphrase what the instruction is after their teacher's request. In this excerpt, the teacher has already given the instruction and asks the students what they have to do. The students just rephrase the instructions. Using paraphrasing (a communication strategy), according to Nation (1989), speakers can learn phrases as a result of successful communication without natural or correct use of language.

- Teacher Now, we are going to work in pairs. You are going to discuss what do you like to do when you are not at school? What do you like to do when you are not at school? Do you have any hobbies? Ok. You are going to talk about sports, hobbies or other activities and explain why you enjoy that activity. Ok, you two, you two. ...
- Some students *Work in pair and*
- M *Tell what you do you like to do in your*
- Some students *Free time.*

Teacher Excellent.
D What you like to do when you are not at school, what are your
 hobbies, sports

(Transcript 2: Turns 138 – 142)

- **Answering comprehension questions.** We could notice that students show comprehension of topics or the information displays when they interact in a conversation sequence with their teacher. This teacher-student interaction is led by comprehension questions from a reading or listening material they have been exposed to previously. In the following extract, the students have previously read about communication and now students are answering some comprehension questions based on the information found on the reading text. As we can observe the students are to close their books and answer using their words, not reading from the text. When answering, it can be interpreted that they comprehend both the teacher's question and what the text focuses on: they use their own words to refer to the concepts they read and even they give examples to explain themselves better. This is a sign of understanding. In the phases of the speaking process, what students are doing here respond to conceptualization and formulation (As explained in 3.6). They had the external stimuli (reading text) and they are verbalizing the concepts.

73	Teacher	Ok, now, let's discuss the first question: Using your own words and the explanations on the book as guidelines, define communication. Close your books just use it when you need a word but you are not to read. Is that clear?
74	Some students	(Students close their books) Ok, yes, miss
75	I	<i>It is the process of sending and receiving messages to share meanings.</i>
76	Teacher	Excellent
77	M	Me.
78	teacher	Ok, tell me
79	M	<i>It is the process that involves two or more people</i>
80	Teacher	Good
81	N	<i>It is also sending messages for example texting. So communication can be written or oral, right?</i>

- 82 Teacher Yes, it involves both. However, as this book states on page 3. I am quoting: “this book does not emphasize written communication. Remember the objectives in this course: Our focus is speaking. Yes? So, something important to highlight is that oral communication involves speaking and listening. Is that clear?
- 83 Some students Yes.
- 84 Teacher Marvelous. Now tell me what is verbal and non- verbal communication?
- 85 I Verbal communication is the way to (pause) convey message spoke. Eh, eh, I mean. You use speaking.
- 86 R In verbal communication you use words to say something. For example now, we are using words, phrases, expression to tell idea eh an idea.)
- 87 Teacher Yes, you are right. And non verbal?
- 88 M Me, this is when you express ideas with your body, // gestures but no words. Eh, it is like mim, mimic?
- 89 Teacher Miming. Yes, using your body language. Excellent. Could you please, think about the verbal and nonverbal communication that you sent and received today. Do you know how much words or facial expression did you use? or body expressions?
- 90 D Miss, I think that is not easy
- 91 Teacher Why?
- 92 D Because you don't know or are pendiente?
- 93 Teacher aware
- 94 D You're not aware of how much words you use and your gestures are part of you when you speak. Osea, Eh I mean eh eh, Words and gesture usually go together.
- 95 Teacher Excellent, D. these two areas of communication do not work separately when we are talking. But we must be careful because there some people that use a lot of gestures and not so many words. You know what I mean?
- 96 D Yes, I have a friend that she always use gesture, very very gestures and she never remember how to say something and use the arms and the head.
- 97 Teacher You got a point. We need to control that. And you must do it by controlling yourself or watching yourself when talking. If you see that you are moving a lot try to stop and start again. Is that understood?
- 98 Some students Yes, miss.
- 99 Teacher Good, perfect. Let's move on to the next item. Now, give three reasons why why listening is important in your daily life?
- 100 M It is important because a good listener has an impact in the message. It allow the communication to happen.
- 101 R And, because, eh another reason, it is important to listen to other people, we are not alone. When we listen to can interact

- with others.*
- 102 Teacher Excellent point
- 103 R And, eh, nobody else. Well, because it is also to important to listen to people that show interest on them.
- 104 Teacher Excellent, girls, Now, Explain at least three ways to improve listening skills.
- 105 M Me, please
- 106 Teacher Ok, M. Go ahead.
- 107 M *The first is concentrate, and we need to block distraction and think about what you are listening, right?. Put attention to key information.*
- 108 T Good, yes, it its important that when you are listening you need to care about what other people say. Pay attention. This will also mean you are interested in what the other person is saying. Ok another person that tells us the second reason.
- 109 F Teacher, me, Practice. use every opportunity you can to concentrate on what you hear.
- 110 T Good. This is very important, something we do not do so much. So, tell me how, how we can practice?
- 111 J When we have a conversation just try to listen to everything to ///what the person is saying. Eh eh Try also to/// listen to programs and summarize what is about.

(Transcript 3: Turns 73 – 111)

Within this extract, different events of comprehension exemplify the perspectives of CLIL (Content and Language Integrated Learning) settings discussed in 2.3.3. One of them, *Language of learning*, is visualized here because the students are using the language to access to basic concepts related to the topic. In this case, the topic is *communication*. The students, with their books and notebooks closed, are giving the concept they read about recurring to their memory (turns 74, 79, 81). It is perceived that they have stored the notion at least as short term memory. It is difficult to determine, at this stage if they have stowed it in their long term memory. However, there is a sign of comprehension that is one of the steps that lead to meaningful learning. Since there is also a developing of repertoire of speech acts related to the content, *Language through learning*, the second perspective is materialized. This means learners are encouraged to articulate their understanding of concepts through a level of talk, or interaction of dialogic activity that

demands meaning. This meaning requires new language to support their thinking process. In other words, as in the extract (Turns 85, 86, 88, 90, 92), students communicate with the teacher, with one another, or with texts for accessing or applying the content in academic settings. This supports their thinking processes while acquiring new knowledge as well as the progress of their language learning (Met, 1998). The complete whole activity done endeavors the use of the foreign *language for learning*. This, the third perspective, calls for the use of cognitive skills to describe, paraphrase or repeat concepts they read (75, 79, 81). In the speaking development process this is the phase of formulation and articulation (Refer to 3.6). The students also support their concepts by explaining using other words, giving reason and examples from personal experience. In Turn 86, there is an instantiation of replacing words using synonyms (say and tell). Turn 90 is an example of expressing opinion by the use of formulaic expressions. Learners giving reasons can be seen in turns 92 and 94. In turn 96, the student gives an example from a real experience (what becomes the auditory feedback in the speaking process stages). Turn 95 and 96 illustrate a pattern that Hedge describes as fluency development: respond coherently within the turns. If we run a conversation analysis (CA) developed by Sacks (cited by Thornbury and Slade, 2000), we encounter here an example of adjacency pair. An adjacency pair is “composed of two turns produced by different speakers which are placed adjacently and where the second utterance is identified as related to the first” (p. 115). Turn 95 (teacher) would be the first turn or utterance that is adjacent to the second utterance (turn 96-student). The teacher uses a question –*You know what I mean* at the end of her turn and it is followed by the second turn that answers in a positive way supporting it by giving reason from the learner’s life experience, conveying meaning.

At the beginning of this interaction (Turns 73 – 111), students’ language features lack of naturalness (characterized by spontaneity and freedom from artificiality, affectation, or

inhibitions). However, according to Nation (1989) and Hedge (2002), this is the stage of the process of acquiring speaking in an EFL scenario where the learners are verbalizing in the mind the language used to define concepts using lexicon, phrases and grammatical patterns they have studied and memorized from reading or listening text. Besides, it can be seen that the process of delivering these utterances comes from an advance organization activity (Planning the speaking task by reading or listening from texts, O'Malley & Chamot, 1990) or from what Hedge (2002) defines as the conceptualization phase (external stimuli where learners are to grasp concepts, have an attempt to memorize it and use the same or similar structure to reproduce it). Furthermore, this is students' second module of teaching after 18 hours of interacting with the material and the language taught and studied in the first module following almost the same strategy. This can be considered as previous training on the speaking process stages for this interaction (Transcript 3: Turns 73 – 11) that contributes to their elaborated and effortless responses given during these conceptualization and formulation stages.

- **Context based association.** There are some moments in the classes when students make personal or meaningful association with the new information they are receiving. According to Hansman (2001), the most important factor that influences learning is the active engagement of the learner with the material through the use of real life, actual or / and practical example or experience. In the following extracts, we can observe how students show a learning situation when they connect what they are learning with real life experience or examples. They profit the occasion to tell an event that exemplifies what they have been discussing.

- | | | |
|-----|---------|---|
| 220 | Teacher | Let's go to the other question. |
| 221 | M | <i>How can getting along with others in your family affect your self-image? Because sometimes the people don't believe in yourself and // and their action can make you feel ashamed and sad.</i> |
| 222 | Teacher | Yes, you are right, you feel sad. |
| 223 | D | <i>Because if they do not trust on you or you have a bad</i> |

- ///environment, it affects you negatively the way you projects or act, and you will not feel good or feel stressed and depressed about it. For example, /// you are doing something, ah, your mother says Oh my god you don't do anything good. You feel so bad. Then /// you come to school and sit there, sad and do not talk to anybody. People look you eh /// weird.*
- 224 Teacher That is a good point, right?
- 225 R Well, the way your family treat you or you relation /// at home sometimes make you you are introvert. You are shy, you do not want to talk to anyone. So,..
- 226 Teacher You change,
- 227 R Yes, you change,
- 228 F Because if I am bad at home in the relation with my mother or father or brother you feel bad with myself.
- 229 Teacher That is another point. Yes you want to add something else.
- 230 F *Everything starts at home. If your family tell you are fat, you are ugly eh, the people /// believe what the family tell you and /// this will destroy her.*
- 231 R *This will destroy her or him. That is important what she says, right? Because usually that happens because at school people do not tell you you are fat. Your friend accept you the way you are but then at home, your father, your brother, your mother tells you negative things and you start believing those things. That will destroy your self-image.*
- 232 T Ok that is an excellent reflection. Yes, you want to say something.
- 233 D *I want to tell a personal experience. In my house I was cleaning, well I was sweeping and how do you say, trapear.*
- 234 Teacher Mopping the floor.
- 235 D *Yes, I forgot, well I was mopping the floor. And when my mom come I eh for example I did not move the chair. And she saw the floor and said you can not do nothing. She started insulting me. I was sad. In the night when I talk to my friend // eh I start to cry because of what my mom said. I start to cry and ...*
(D starts crying, she stops talking)
- 236 Teacher Ok that is ok. Take your time.
- 237 D *I start crying*
(student can not talk)
- 238 M Sometimes, this is..
- 239 Teacher OK sorry. Can we let her finish?
- 240 M OK
- 241 D *I tried to talk to my friend and they told me to talk to my mother. I tried and she listen but I feel very bad.*
- 242 Teacher Yes, but that was good that you tell your mom. Yes, M you wanted to say something.

(Transcript 2: Turns 220 – 242)

Although this sub category refers to context based association done as a sign of learning, in the above extract we can also perceive that students are answering to comprehension questions as part of the articulation or/ and auditory feedback phases of the speaking process (Refer to 2.6). They support their answers by giving reasons (221, 222, 223, 225), facts (230, 231), personal experience as examples (233). This turn (233), particularly, illustrates what Hansman (2001) identifies as the learners' engagement with the material through a real life experience. She shares a personal situation she encountered as a way to connect the relevance of what the students are discussing (context based association). The experience was so strong that touches her when she is talking about it and starts crying, but her strong sense of self control helps her fulfill the task. This self-regulation can be understood in two ways: refraining herself from continue talking in English or just switching to L1. The fact that she decides to continue using English as the tool to communicate her emotions exemplifies the definition stated by Richards (2000): the use of natural language occurring when speaking engages in meaningful interaction. There is also another sign of fluency the students at this point show: the use of break down expressions (Turn 233). The student asks her interlocutor a question to help her with a word she seems to have forgotten as she explicitly expresses in her adjacency pair (turn 235).

Different from the other examples, this extract is an indication of spontaneity flow of language. Naturalness can be perceived when she continues expressing her thoughts despite her burst of sad emotions materialized in tears. This student is the one who participates the most in the class. She is a risk taker and has intrinsic motivation to learn English. This may be one of the reasons why the whole process of speaking impacts her in a stronger way. She is participant number #2 in the diagnostic test sample analysis.

- **Content based topics focus.** This sub- category refers to the process of learning the content in L2 exclusively as discussed in 3.5. Learners are discussing these topics for the first time in L2, but they may have previous knowledge of this content or information as they are related to individuals -what makes the process of learning language and content easier. As Corrales & Maloof (2008) affirm: “there is a high level of transferability between information learned in one language to the other language” (P. 131). The extract below shows the instantiation when the students are discussing questions related to future careers. They get the information from an authentic text. The strategy the students are using to generate talking is advanced organization, a metacognitive strategy planned by the teacher. As it can be seen, there is no focus on form (grammar items or vocabulary to be rehearsed as the focus of the activity), but on discussing content. This is one of the activities the teacher has students do in order to develop speaking.

- 80 Teacher Now, you are going to read *this article about Parachuting a job*.
(students start reading)
(Teacher supports student with vocabulary).
- 81 Teacher Now, you are going to discuss these questions and then share one of your opinions. Be in groups of 4.
(Students working in group)
(teacher helps with language).
- 82 Teacher Now. Let's share the answer. Ok. *Cover your papers*. What is the focus of this article?
- 83 R *This group. We consider that the focus is that you need to find your ideal job. And that depends on your skills.*
- 84 Teacher Good. What else?
- 85 M *Well, that if you are going to look for a job. Eh, look for a job, yes, You must think in three things: the settings that is that you feel comfortable //// working indoor or outdoors. Also, that also that you feel good working with people. And the reward. What you were talking about. The reward is kind of important. The reward, eh the reward, can be eh //// money: the salary or it could be the working with people.*
- 86 Teacher Excellent. Another group.
- 87 U Well, they also say that basically /basikali/
- 88 Teacher /beisikali/

- 89 U *Yes, basically (beisikali/ thanks, you need to match your skill with the job you want and you will feel very comfortable. And you will grow because you will become better in what you study. And have excellent rewards.*
- 90 Teacher That is good. Now, let's focus on the next question.
- 91 K This group,eh //// according to this article it is necessary to work because of personal rewarding. You feel good about it and also you can get or achieve? Is that Ok?
- 92 Teacher Yes, achieve.
- 93 K Achieve your goal in life. Be the best doctor, the best hot dog seller, anything that you plan when you study in college or // a university but be the best.
- 94 Teacher Excellent.
- 95 D *Also that you need to work for money. And also because you like it. And if you choose a career because you like it then you are going to work in this. And if you get a a career that you do not like and // eh and you are going to get a work on this because you are not going to like it.*
- 96 Teacher Yes, that is true, if you don't like for example being an accountant when studying but your father pushed you to do it. Then you finish just to please your father but then when you work as an accountant you are not going to work happy in that position.
- 97 M Miss, that is what my // my father //// what my father told me: study something you like that you will feel comfortable.
- 98 U My mother told me that.

(Transcript 5: Turns 80 – 98)

The extract below also exemplifies the phases of the speaking process (Discussed in 3.6). Students first experience conceptualization –reading from a text; then, discuss comprehension questions in groups (formulation) to be prepared for the articulation phase. During the articulation phase, the teacher always asks students to put their reading text (copies) away (turn 82). In this phase, we can observe that the student is able to make a certain length of speech unit (Hedge, 2002). However, we can notice that in her speech, there are some signs of disfluency if it is examined through temporal variable and hesitation phenomena analysis.

Transcription	TEMPORAL VARIABLE	Oral test 1
Well, that if you are going to look for a job. Eh, look for a	Speech rate (words per	78

job, yes, You must think in three things: the settings // that is that you feel comfortable ///// working indoor or //outdoors. Also, that also that // you feel eh // good working with people. And the reward. What you were talking about. The reward is kind of important. The reward, eh the reward, can be eh ///// money: the salary or it// could be the working with people. <div style="text-align: right;">(Transcript 1: Turn 269)</div>	minute)	
	Pause length (SHORT) #	4
	Pause length (LONG) #	2
	HESITATION PHENOMENA	
	False starts #	1
	Repetitions #	4
	Minimal responds and pause fillers #	2
	Replacements (Spanish) #	0
	Formulaic language #	2
	Discourse markers #	3
	Delivery of message: Complete delivery of message.	

From the above analysis, we can see a case of disfluency when the student is talking. She is under the normal speech rate. Her flow is interrupted for the number of *repetition, short pauses and two long pauses*, although she attempts to use certain pause fillers to sound natural.

After this articulation stage, students immediately jump to the auditory feedback stage. Here in turn 95, the student uses other words (simple words) to explain concepts in a way that contributes to the smooth flow of the speech (Hedge, 2000) followed by another student (turn 98) that expresses her thoughts in a coherent way using her own words.

- **Building concepts.** These extracts could be evidence that students are trying to construct knowledge over a topic they have read and then structure reviewed. The topic is about nutrition. The teacher previously asks students to read. After reading, in order to construct knowledge she asks concept questions to be discussed. Students respond to the activity answering to the concept questions spotted by the teacher.

- 32 Teacher Yes, read the question and answer.
 33 H Ok, what are the basic four food groups? Ok, nutrition scientist. Is it correct?
 34 Teacher Yes, scientist (scientist) it is correct.
 35 H The nutrition scientists have developed a guide to make choosing foods easier

- or not difficult. This guide is called the basic four food groups. These are: the bread cereal group, the meat poultry fish bean group, the vegetable-fruit group and the mil-cheese group.* (The student is reading).
- 36 Teacher Ok, that is good, now look at the board. You have here the bread – cereal group. You can see in the pictures the food that belongs to this group can you name them? please.
- 37 Different students *The bread, the pasta, rice, spaghetti*
- 38 Teacher Basically: in this group we find the grains, the bread, cereal, rice, pasta such as spaghetti, ravioli, etc. This group gives you carbohydrates, vitamins and minerals. The second group: the meat-poultry-fish. Look at the picture. Tell me the food you see in this group.
- 39 Different students The fish, the chicken, the beef, the turkey, the pork.
- 40 Teacher Excellent, this group gives you proteins, vitamins and minerals. The third group: the vegetable –fruit one. Such as...
- 41 Some students *Broccoli, pineapple, avocado, tomato, orange, mango,*
- 42 Teacher Ok yes, all those fruits and vegetables are good because they give you vitamins and minerals.
- 43 D *It gives you the same as this other group.*
- 44 Teacher Exactly, that is why you need servings and ration of each group in a balance way. Later we will talk about that. Now, the four group, the milk-cheese group.
- 45 U *Such as, the butter, the cheese, the milk.*
- 46 teacher Yes all dairy products. The dairy products are those that come from the milk.
- 47 U *Lacteos.*
- 48 Teacher Excellent, yes that is correct. This group gives you proteins, mineral and vitamins too. This group is good for your bones and teeth,
- 49 D *Like the other groups.*
- 50 Teacher Yes, that is why we need to talk about the servings. This leads us to the next questions. Who wants to give the answer to that question?
- 51 F Us
- 52 Teacher Ok
- 53 F *Ok. What is the recommended amount of food from each group to eat in a day? Ok the recommended servings for each group are: from the bread-cereal group, eat four servings each day. For the meat poultry-fish-bean group, two servings, from the vegetable-fruit group, eat one or two servings and for the milk-cheese group each three servings each day.* (The student is reading).
- 54 Teacher Excellent. As you can see, these servings are the one recommended because that depends on your body. We can find cases that some people need more vitamins than others due to a problem they have or a lack of something, I mean by lack something that is missing.

(Transcript 4: Turns 32 – 54)

According to Iafrancesco, (2010), students process information when they are able to identify what they have learned from the material used as stimulus. In turn 37 and 42, students recognized from the pictures example of foods of the groups the teacher asked to label. Also, concept building, in this example, is shown when student compared and found similarities in two different entities (Turns 42 and 49).

- ***Reflecting from real experience.*** We could perceive that learning is taking place when students internalize the new information redirecting or explaining the concept through life events of experiences. These extracts are an example of these moments. In the first excerpt below, the students are in the auditory feedback stage of the process of speaking. The students are answering to one of the closing questions of the topic: What are two ways to improve your self-image? In turns 250 and 252, we can see that the student is giving an advice that is part of the theory learned combined with her reflections over the topic. Her reflection comes in form of a recommendation that triggers self-awareness.

- | | | |
|-----|---------|---|
| 250 | D | <u>Understanding and accepting your strengths and try to get along with the member of your family-and //// I want to ...</u> |
| 251 | Teacher | Yes |
| 252 | D | <u>I want to say an advice. That...you have to accept who you are and believe in you and also say to yourself I am intelligent intelligent I have a good body, I am beautiful you say good things to yourself and you are going to believe in this. And you are going to do all the activities you want and this // everything is in your mind. If // you have your mind positive you can do whatever you want.</u> |
| 253 | Teacher | The mind is powerful |
| 254 | R | Accept yourself and other people the way you are. And not change. Eh and (student stammers) |
| 255 | Teacher | Do not worry, try to relax and think what you are going to say. Slowly. |
| 256 | R | Ok (whisper) you need to believe in you. And all eh will |

- be fine.
- 257 Teacher Ok good yes, M
- 258 M If you believe in yourself you eh can do anything. I can reach that. You feel good with you,
- 259 Teacher You can reach your goal. You reach whatever you want if you believe in you. Marvelous, that is so impressive your participation. Class, do you want to add something else?

Transcript 2: turn 250 - 259

This student's sample of oral production (Turns 250 and 252) is worthwhile to examine from the fluency point of view.

Transcription	TEMPORAL VARIABLE	Oral test 1
I want to say an advice. That // you have to accept who you are and believe in you and also say to yourself I am intelligent intelligent I have a good body, I am beautiful you say good things to yourself and you are going to believe in this. And you are going to do all the activities you want and this // everything is in your mind. If // you have your mind positive you can do whatever you want.	Speech rate (words per minute)	82 w in ½ m
	Pause length (SHORT) #	3
	Pause length (LONG) #	0
	HESITATION PHENOMENA	
	False starts #	0
	Repetitions #	1
	Minimal responds and pause fillers #	0
	Replacements (Spanish) #	0
	Formulaic language #	1
	Discourse markers #	1
	Delivery of message: Comprehensible.	

Observing the temporal variable and hesitation phenomena, there is fluency in the speech produced by the student. Reasons for this flow of ideas can derive from the topic familiarity the student has. This familiarity relies under the intensive input students receive over the same topic (Module 1: Learning about yourself: the unique you). The students have been in contact with this information, concepts and ideas through different ways (reading, speaking, discussing) for more than 10 hours -The longest unit module in time-, see Input Evaluation: appendix L: transcript 1

and 2). According to Ellis (1990), a learner is able to handle vocabulary, grammar, and lengthened discourse structures, and even “fluent chunks” -memorized formulaic phrases and sentences- (p. 89) without undue hesitations, excessive repetition, long pauses and false starts when they have a great grade of familiarity of the theme acquired through speaking complex task.

The second shows how the student captures the message from the information spread through the content book by alerting how careful they should be when buying in supermarkets.

K	Miss, can we say something?
Teacher	Yes, tell us.
K	Well , we have to be careful as this book say because in the supermarkets like Olímpica, Éxito. They sell thousands of different kind of food, but sometimes we do not know which one is good. /////Therefore, we need to know which are the nutrients. For example: carbohydrates are in the cereal and potatoes. That is why we consider that it is good to combine the food to get nutrients because not all the food contains all the nutrients, right?

(Transcript 4: Turns 25 – 27)

- **Summarizing.** According to Clark, Nguyen, and Sweller (2006), learning may involve synthesizing different types of information. In these classes, we can observe that the students are always requested to summarize a great amount of information they obtained from reading texts or lectures. This synthesizing of data comes with a comprehensible knowledge of the concept and not just recalling what the learners have just heard or read. The following extracts show some instances when students are summarizing some information they have read. It is important to remark that students in these moments of summarizing are not reading from any text or notes. The task is done as a discussion. In this extract, the student is summarizing ideas she reads about in an article on future careers.

U	Well, they also say that basically /basikali/
Teacher	/beisikali/

- U Yes, basically (beisikali/ thanks, you need to match your skill with the job you want and you will feel very comfortable. And you will grow because you will become better in what you study. And have excellent rewards.

(Transcript 5: Turns 87 – 89)

In this one, the student is summarizing what communication is. The students get the information from a content text book.

- Teacher Well, you are the first, M.
M Communication is a process of sending and receiving messages. Eh, in the communication speaking and listening are very important. It is necessary to be a good listener so you can have the right message. There are verbal and non verbal messages. /// The verbal messages are the one that use words and the non verbal you use gestures. But you cannot separate them when you are communicating. Communication is connected to your self-concept and self-esteem. If you for example has a poor self-concept or low self-esteem you will feel very uncomfortable talking. ///You want to participate in social events or you are very shy to talk. But if they are high. The self-concept or self-esteem then you feel secure of the speaking. Ok eh finish.

(Transcript 3: Turns 161 – 162)

- **Self-awareness.** This category enwraps all those signs, comments and perceptions students have about their personality features. Self-awareness concerns knowing one's internal states, preferences, resources, and intuitions. All the content based classes recorded in this study cover personal development topics. Most of the class activities help learners begin to think about themselves and how other people see them. They give learners the chance to recognize and identify personal characteristics. The following extracts will be instantiations of students' final remarks on their self-awareness introspection after they have developed certain tasks concerning acquiring vocabulary and reading text about knowing yourself, food, careers and communication.

The extract below is part of the preparation stage of the lesson *Knowing yourself*. Before the speaking activity, students have to choose an object or animal which they feel to be identified

with. Like a symbol. We can observe that the purpose of the activity is to give the students the chance to recognize their own special qualities and to tell others about these. The first part (109 – 121) in the advance planning minutes, teacher is scaffolding and giving individual support to help students talk about themselves. The second part of the extract, there is a couple that is telling to one another their positive and negative aspects of their personality.

- Teacher Ok. Now, we are in this part of the talk. You are telling you partner what identifies you. Remember thee minutes talking about who you are. Please, use the expressions I just taught, the one on the copies. These on the charts and the vocabulary. I want you to choose a partner and place face to face. OK, let's move. Students talking time
(Students move and group in pairs but sitting face to face (front to front)).
- Teacher Ok it is a short talk. You say I am like this and this, I am patient, I am lazy, I don't like to wake up early. I am tolerant. I am a little crazy because I... and, this is the object that represents me or the animal. I consider this animal or the eagle, for example, represents who I am because... Ok let's start.
(Students start talking. Some others are still writing).
- D Miss, (One pair calls the teacher)
(Teacher approaches to the pair).
- Teacher Yes?
- D How do you say in English? Eh I write or draw a butterfly but
- Teacher The butterfly?
- D Yes, but when is in a cacoon. He goes out and, and /// it is inside.
- Teacher When it is a caterpillar That is what you mean. When it feels it is ready to fly
- D Yes, I wrote that
- Teacher You can also say to explore the world
- D Explore the world.
- Teacher That is beautiful what you drew and wrote
- D Thank you
(Teacher monitors students' talking)
(A pair talking)
- M *I think I am a bunny because I am honest. I am a good friend. Este a no. and and, (students sees the expression). You know eh, I have many friends and I am loyal.*
- F *Why you are loyal?*
- M *Well, you know, you believe in the people and people believe in you. Miss how do you say...confiar?*
- Teacher Trust on you
- M *People can trust on me. And you?*
- F *Well, me? I am a /// good daughter. I am responsible, I am a good*

- student and a good sister. I help my little brother. However, I am also lazy (Students use gesture to help communicate)*
- M *Really. Me too*
- F *Why?*
- M *I like to sleep and not like to wash the dishes.*
- F *Me too. I hate it.*
- M *Which animal represents you?*
- F *Well, the sloth. It is because he like to sleep but it is friendly.*
- M *Interesting*
- F *And you?*
- M *The computer.*
- F *The computer? Why?*
- M *Because I can do many things as the computer and I like technology.*

(Transcript 1: Turns 109 – 138)

This extract shows part of the activities done during the *practice phase* of the lesson *Knowing yourself*. At this stage, students are already using the content vocabulary they learned in the presentation phase in order to describe their personality characteristics. There is also evidence that students are internalizing what they have just studied by giving examples or / and reasons to explain themselves better.

- Teacher N. Well before you start you can say I am
Introverted Feeler with Extraverted Intuitive person. You can start
explaining. You can start like that, OK
- N N is a person, tolerant and responsible, (students looking at the
communication breakdown expressions chart) and quite, friendly. I
am friendly and, me, I am an I-N-A-F-P because I am quiet,
reflective and (looking at the chart) how do you pronounce
idealistic.?
- Teacher Idealistic
- N Well, I am idealistic. I like to help other person and I am also a eh I
am positive. I value my friends. I see my friends as or like? Good
people. I like be with my friends.
- Teacher You like to be with your friends, that is nice. Ok good thank you N.
let's continue with A. Ok tell me A. who are you?
- A I am a INTP introverted intuitive thinking perceiver. Eh, I am a
logical person, I am creative thinker. I like to do things. Eh and I am
capable of solve problems and eh. I am not a leader. Quiet and
reserved. I like to study.
- Teacher Ok that is good. Y. Who are you? K, EAFP.

- K Because I 'm funny, I like to ////////// (student thinking) It is like know other people know to play, I have a smile in my face, I am crazy. Ok I.
- I I am a ESFP. I like to study. I like to talk to people. I am people person..
- Teacher You are a people person, what is that? people person?
- I Other people like to work with me. I am fun-loving. Eh. I am always with a smile. I am very talkative. I am crazy.
- Teacher That is why you are extroverted. And very crazy (laugh)
- Teacher Tell me why you are a feeler?
- I Ah,
- Teacher You are kind, sensitive.. about this one.
- I I don't know.
- Teacher Maybe because you are kind
- I Yes and also because I care of the now. I don't care about tomorrow. Maybe if I die. I don't know. I have to enjoy today my life now. Because I don't know what can happen tomorrow

(Transcript 2: Turns 234 – 251)

4.3.4.2 Socio-affective mediation. This category refers to those strategies that involve interaction with another person as discussed in 2.3.7.3. These actions enfold cooperation or working with peers in a learning task and questioning for clarification or eliciting additional explanation from a teacher or peer. The subcategories are:

CATEGORIES	SUBCATEGORIES	Number of frequencies
Social mediation	Asking for help	46
	Working with peers	14

- **Asking for help.** This category brings up those moments students require peers or teachers' help to facilitate their learning process. The way they do it is through direct questions. These questions make reference to obtaining help for pronunciation, vocabulary, meaning, explanation and /or clarification. In the following extract, the students are performing a task

individually. They are reading information in order to prepare a talk where they must define who they are. One of the students asks the teacher how to say an expression in L2. The other one asks for meaning.

- M *Miss, how do you say...que me da risa todo*
 Teacher You can say I am a laughter.
 (Students working individually: indistinct sounds)
 Teacher *Yes,*
 I *What's the meaning of patient?*
 Teacher Patient, when you are so tolerant. You know how to wait.
 (Transcript 1: Turns 75 – 79)

In this excerpt, a student requires help from the peer next to her. Although she is talking to the whole class and looking at the teacher, she asks her partner. This shows that she also trusts her partner and does not want to ask her teacher to help her with this vocabulary.

- Teacher You are so right. If you want to become a teacher what you need is to be patient. You need to be tolerant. And if you want to study chemistry or engineering you need to have logical thinking and some other abilities. Chemistry, mathematical abilities, in the area of chemistry. Yes, you want to say something...
 I I want to study eh eh, engineering chemistry, I like mathematics and physics, it is very difficult. Eh //// you need a lot of concentration, If I can't enter the university I'd like to study to study... relacionado how do you say? (talking to the student next to her)
 R Related? (looking at the teacher. Teacher nods)
 K Yes, related to mathematics.
 (Transcript 5: Turns 30 – 33)

- **Working with peers.** Working with peers is the most common interaction students do in order to discuss topics before they are exposed to whole class interaction. This excerpt shows the moment students are working in a personal development activity: they have to discuss with their partner certain questions related to careers.

- M. Study what I want
 R To study at least what you want, good me too.
 M So you choose a career you want. And study it.
 Do not study something you do not like.

- R Also, focus and concentrate on what you really
 want to study. So, eh another ...yes tell me.
 T Choose a good university.

(Transcript 5: Turns 7 –11)

4.3.4.3 Speaking skill patterns. This category enfolds those hesitation phenomena considered as speaking strategies and one of the basic kind of fluency phenomena (As discussed in 2.4.1). These strategies are deployed in order to overcome difficulties to compensate some deficiency in the linguistic system and to cope with a natural rate of speaking (Thornbury & Slade, 2006). Speaking is considered as a skill that involves the ability to communicate one's ideas conveying a message (Bygate, 1987). One of the major outcomes from the learners' point of view when learning English is to speak English fluently and it is also one of the priorities of the students involved in this study (See Context and Input evaluation). It is necessary to highlight, again, that fluency entitles the aim of the speaking activity (Hedge, 2000). Brown (2004) supports this fact by stating that fluency is a key factor that measures speaking development. Hence, skills and strategies in speaking English are closely related to fluency (Hedge, 2000).

According to Ellis and Barkhuizen (2005), the key methodological issue is what kind of performance affords the most valid and reliable information about competence. Oral production is seen as providing the clearest evidence of what a learner has acquired in term of fluency, for this reason, sample of speech will be taken into consideration for the analysis. For this study perspective, there are two different sources of samples: the ones based on the real time class moments and the ones considered oral tests. The oral test samples are not covered in teaching time class.

The different speaking skills patterns found during the students' performance throughout the implementation of the program are described as follows.

From students extracts, we can notice that there are different instances of speaking skills strategies they use when communicating. The different patterns used by the students during classroom talks are: discourse markers, repetition / imitating, communication breakdown expressions, sentence starters, adjacency pair, formulaic language and minimal responds / pause fillers. In the extracts those patterns are not discriminated or evidenced in isolation. In one excerpt or speaking fragment, we can find examples of different patterns as they appeared.

It is necessary to clarify that all these excerpts are taken after the teacher directly explains and demands the use of the different formulaic language, discourse markers and fillers (See 4.3.3.1 learning strategy instruction, metacognitive factors; and teaching techniques, 4.3.3.2), and after more than 10 hours of classes.

Different extracts come from the stage of *formulation and articulation*, two stages of the speaking process (Refer to 2.4) that make students speech a little bit elaborated because, in these stages, speakers are usually verbalizing in the mind the concepts or vocabulary in order to articulate the same ideas at a certain length of speech. This means students read or listen to different texts to learn content concepts, definition, lexis, structures; then speak about it with the intention of memorizing in order to acquire necessary words to start building their own mental lexicon (Hedge, 2002).

In these extracts or speaking fragments, there are instances of discourse markers, pause fillers, formulaic language and repetition. They are italicized. The way to show the result is the same one used in the diagnostic oral test samples of the three students.

Transcription	TEMPORAL VARIABLE	Oral test 1
<i>Well</i> , I am very /////popular and sensitive with skills: in // Math,// English and other subjects. <i>Eh</i> , // I care about my things and other people. And <i>eh</i> especially I care how others think and feel. //I like to be with people but at the same time I like to be alone, <i>Why? I don't know. Eh.</i> Maybe, <i>because</i> I am ///// interested in serving other people and sometimes I worry about that. <i>eh</i> I am sociable, I am talkative. I am not patient.// I sometime get so stress. I am not patient.// I am talkative. I talk a lot a lot a lot. I like to talk <i>but but</i> I am not crazy. People think I am crazy. <i>Well</i> , (she uses a lot of gestures to make herself understood)// I am crazy in ///// <i>how do you say?</i> A good way. <p style="text-align: right;">(Transcript 1: Turn 269)</p>	Speech rate (words per minute)	122
	Pause length (SHORT) #	5
	Pause length (LONG) #	3
	HESITATION PHENOMENA	
	False starts #	0
	Repetitions #	1
	Minimal responds and pause fillers #	4
	Replacements (Spanish) #	0
	Formulaic language #	1
	Discourse markers #	2
	Delivery of message: Complete delivery of message. Speaker sounds comprehensible.	

The above extract shows a student speaking response to the question *who are you?*

Learners previously read about and discussed personality types. The teacher has also emphasized and raised awareness of the use of different linguistic devices as some kind of compensatory strategy to avoid disfluency. Learners were given only 2 – 3 minutes to advance planning. This means it is a not pre- memorized speaking production. In this excerpt, the speaker uses *well* to signal the introduction of her topical thread and the final part of her speaking turn. She uses four *eh* as a production strategy to fill a pause and gain time to think of her next utterances. Also, this pause filler seems convenient to the speaker as a way of signaling that the speaking turn is not yet finished. As we can observe, these fillers tend to occur at potential transition points in the talk, especially those which happen to be the site of online planning pressure. The expression *why? I don't know* has as a double function: as verbal filler and a discourse marker. It serves to fill a pause and to signal the speaker's pragmatic intention. Her intention is evidenced when she uses *because* (formulaic language) to express the reason of her previous statements. Repetition is also

used to buy time. The lexical device repeated *–but–* is as well used as a discourse marker in a local level to connect adjacent utterances showing contrast.

This is another extract where examples of speaking patterns can be seen. Discourse markers, repetition and formulaic language instantiations are italicized:

Transcription	TEMPORAL VARIABLE	Oral test 1
<i>Because</i> you have another attitude. // <i>I mean</i> ,// you study and you become more responsible about life. You see life in a different way. <i>eh</i> // You work to change my family's life. To be somebody and help your family, // <i>your brother</i> ,// <i>your brother</i> . <i>For example</i> . I want to work to help my little brother to study in the university.	Speech rate (words per minute)	57 w in ½ m
	Pause length (SHORT) #	4
	Pause length (LONG) #	10
	HESITATION PHENOMENA	
	False starts #	0
	Repetitions #	1
	Minimal responds and pause fillers #	1
	Replacements (Spanish) #	0
	Formulaic language #	2
	Discourse markers #	0
	Delivery of message: The student's answer is comprehensible. She addresses the question and get her point stated.	

This extract belongs to a student that is the third to answer the question *why do people when they finish high school go to university and then after university go to work?* By preceding an utterance with *because*, the speaker signals a causal connection of what has been questioned and what follows. She also uses it to introduce her turn. *I mean* indicates that what follows expands or clarifies what she has just stated. Repetition (*your brother*) is used as a staller to gain time to plan her next utterance as this word is connected to what she is going to say. In this case, using *for example* at a local level signals the connection of adjacent utterances in order to complete her idea given an example and finalizing her turn.

The above extracts were collected during class time and they belong to the same students that participated in the diagnostic oral test (Student 2 and 3). The first extract was done after approximately 13 hours of teaching and the last one after approximately 29 hours of teaching.

In conclusion, the incorporation of different linguistic features used to overcome those breakdown or non-lexical items coming from lack of fluency make their speech more comprehensible and show a flow when addressing the topic. When students have worked over and over on the same topic and experience the conceptualization, formulation, and articulation stages, they sound more natural when talking because in a way they have constructed their “island of reliability” (Nation, 1989). The island of reliability refers to those set phrases that learners have memorized from texts they have read or listened to and can use them almost instantly and unconsciously without searching for the right words in their mental lexicon.

In sum, the students’ actions during the implementation of the program displayed different speaking development stages: conceptualization, formulation, articulation and auditory feedback. These are considered the stages of the speaking process in order to develop oral production, according to Hedge (2002). Within students’ speaking samples, it is curious to note the utilization of some speaking patterns such as formulaic language, discourse markers and pause fillers that were taught during the initiation of the course in order to increase fluency. This leads to the inclusion of speaking strategies in order to overcome difficulties and that helped them increase their natural rate of speaking. In reference to the process of learning from the perspective of CLIL (Content and Language Integrated Learning) students showed behaviors that stimulate their efficiency when approaching the learning task. These are those students’ responses to learning through language. These reactions signpost comprehension, personal meaningful association, concepts building, reflection from or within the topics taught, summarizing and self-

awareness reassurance. Students also showed the use of socio affective strategies materialized in asking a peer for help and working with her.

Now, after observing students interacting with the content, the material and with the speaking activities during the implementation of the program, the results of the oral test sample are presented. These oral samples come from the same three students that participated in the diagnostic oral test. This oral test samples for the analysis were taken after module 2 in the middle of the course implementation.

Situational factor:

Type of data: Oral test: Sample 2

Method of recording: video recorded.

To whom: teacher-researcher

When: After finishing two complete modules (approximately 24 -25 hours class)

What: Speaking activity. MAIN TASK: What do you consider your healthy diet is? Based on a food pyramid you designed for you give a small talk about it (2-3 minutes). Students have only 10 minutes to prepare it (class time not as homework).

Where: In the school classroom. The students have to perform in front of the class.

Student 1: Result

Transcription	TEMPORAL VARIABLE	Oral test 2
I am going to talk about my healthy diet. Eh, in the in the // first level I think the most important is the // the milk, the chicken the cereal, the natural juice. The eh the water and in the second level I include I include the vegetable ah and fruits. I don't like eat all the vegetable because I don't like. But I eat I eat some like lettuce carrots, tomatoes, and fruits like apple, banana, eh strawberries, oranges eh and more. In three, the level three I include the fish, the chicken, I put it there because I don't like the meat // the four level. I include the sweets and candies. I love chocolate. This is my poster. Is it beautiful, right?	Speech rate (words per minute)	119
	Pause length (SHORT) #	3
	Pause length (LONG) #	0
	HESITATION PHENOMENA	
	False starts #	0
	Repetitions #	3
	Minimal responds and pause fillers #	4
	Replacements (Spanish) #	0

	Formulaic language #	4
	Discourse markers #	4
	Delivery of message: Message was conveyed. Explanation was clear.	

In this excerpt, we can notice that the student improved her speech rate contrasted with the diagnostic oral test sample of 75 words per minute. There is a difference of +44 words in her second sample. This could be due to the previous conceptualization, formulation and articulation practice she had. In this last part, she is showing the use of her mental lexicon. Besides, the use of imagery is very important to generate the language needed in order to help her with her forward utterances. The speaker only has 3 short pauses and 0 long ones. Those long pauses shown in the first sample are, in this sample, filled by fillers such as *eh*, discourse markers *and*, *but* and with formulaic expression such as *I am going to talk about*, *because*, *I like*. She even signals that her turn has finished by using a question that involves her interlocutor *this is my poster, is it beautiful, right?*

Student 2: Result

Transcription	TEMPORAL VARIABLE	Oral test 2
In my food pyramid: First the base is the vitamins //they provide the most important nutrients in our body eh oh and this is that my body need to grow and develop. This, this is coming in some food for example // vegetable and fruits eh // for, // such as broccoli, // and // apple, carrots and others. Then, come the proteins, they are the most important in our body. <i>Eh</i> , they are present in our body cell and they are involved in the formation of the (No audible) brain, // nerves, cell bones, and finally I did a food, a some, // how do you say? Ah //combination of protein-mineral // food group. Eh For example meet, // chicken, beef, eh cheese, milk, butter eh // in the following (showing the picture) minerals and B vitamins. Mineral is essential for the function of our body //that is that that our body doesn't	Speech rate (words per minute)	129
	Pause length (SHORT) #	12
	Pause length (LONG) #	0
	HESITATION PHENOMENA	
	False starts #	0
	Repetitions #	2
	Minimal responds and pause fillers #	5
	Replacements (Spanish) #	0
	Formulaic language #	6
	Discourse markers #	2
	Delivery of message:	

need nothing// and function function properly and effectively for example water, meat and vegetable and the main source in our body which are eh // metabolized yes, metabolized // in the liver. For example, some proteins such as fish, and //others.	Message is addressed. It is comprehensible.
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In this extract, if we compare this speech rate result with the diagnostic oral sample, we can notice an increase of 43 words per minute. The speaker used pause fillers and more formulaic language expressions. She even uses breakdown expression (How do you say?) to fill a pause to give her time to think of the word that does not come to her mind easily. However, the quantity of pause moments (12) makes her speech sound a little bit hesitant. She uses formulated phrases that must have been acquired during the interactions with the material through the different speaking activities done in the second module.

Student 3: Result

Transcription	TEMPORAL VARIABLE	Oral test 3
This is my nutrition pyramid. In the base, I place in the base the major important food. //The grain cereal food, but In my food pyramid I divided it into the most important food. In the base, I put // the most important eh the most important food of each group like //the grain cereal food such as rice, vegetable because they are carbohydrate protein and vitamins. This is what I eat more. Eh The second group. The most most important is the meat. I only include fish and chicken. //They are very important because it gives you carbohydrate from animal.// I don't eat the meat I didn't include it because are the least important for my healthy diet. Andda the vegetable and fruit group are also very important, but, but I only eat some vegetables like broccoli,// they are mineral and proteins. Ok that is all.	Speech rate (words per minute)	112
	Pause length (SHORT) #	6
	Pause length (LONG) #	0
	HESITATION PHENOMENA	
	False starts #	0
	Repetitions #	4
	Minimal responds and pause fillers #	3
	Replacements (Spanish) #	0
	Formulaic language #	3
	Discourse markers #	2
	Delivery of message: Message is addressed. It is comprehensible.	

This speaker has a significant improvement in the flow of her oral delivery. Her speech rate is higher compared to the first sample where she has 67 words per minute. There is a difference of 45 words more. Although, she still sounds hesitant due to the number of short pauses, she considerably reduces the use of Spanish words which makes her speech sound more natural. She is able to convey her message. Her ideas are clear and coherent.

Final oral test: Sample 3.

These samples were taken just after the course ended. The three same students were recorded in order to fulfill a comprehensible analysis for the purpose of the study.

Situational factor:

Type of data: Oral test: Sample 3

Method of recording: Video recorded.

To whom: teacher-researcher

When: After finishing the course (approximately 36 hours class)

What: Speaking activity. Students will be given a prompt at random that includes different questions. Some questions address topics studied. Some others address different topics from the one discussed in class. The purpose of the activity is to focus on student expressing opinions. One minute to deliver no time is given for advance planning.

Where: In the school classroom. The students have to perform in front of the teacher-researcher.

Student 1:Result

Transcription	TEMPORAL VARIABLE	Oral test 3
Question: what is self-image and how can you improve it? Well, could you repeat the question? (Teacher repeats the question). I consider that your self- image is just // the idea	Speech rate (words per minute)	92
	Pause length (SHORT) #	6
	Pause length (LONG) #	1

all people // have of you. I mean // this is // (or can be a positive or negative aspect. Because if you believe in yourself and what you do is correct and that you are a good person then your image grows but if this is the contrary then it is negative for your personality. eh, I think that you can // improve yourself image ///// eh specially if you accept yourself and recognize who are you: your strength and weakness and how can can you // treat these weakness.	HESITATION PHENOMENA	
	False starts #	0
	Repetitions #	1
	Minimal responds and pause fillers #	2
	Replacements (Spanish) #	0
	Formulaic language #	5
	Discourse markers #	3
	Delivery of message: Message was conveyed. Explanation was clear.	

Although her speech rate lowers compared to her last oral production sample, she sounds more confident for the use of more formulaic language. There is a flow of speech evidenced by moderate pausing and by the use of minimal filler words.

Student 2:Result

Transcription	TEMPORAL VARIABLE	Oral test 3
Question: It is important to have a high self-image. I agree with this because it, it is also important // that people know that your self-image is important eh because you can be a good person and professional in the future. You can grow, but If you know or recognize your weakness. Eh, also, you must correct them and improve you as a person. // Do you know what I mean? And also, how do you say? Eh, your self-esteem can // how do you say go worst Ok so it is important to work in your self esteem accept who you are and your self image will grow.	Speech rate (words per minute)	78 w in ½ m
	Pause length (SHORT) #	3
	Pause length (LONG) #	0
	HESITATION PHENOMENA	
	False starts #	0
	Repetitions #	3
	Minimal responds and pause fillers #	4
	Replacements (Spanish) #	0
	Formulaic language #	6
	Discourse markers #	4
	Delivery of message: Message was comprehensible.	

From this analysis, we can observe that this student's speech is relatively smooth: her speech rate is approximately 140 – 150 words per minute. Some hesitations are noticeable, but in a way, her delivery sounds natural taking into consideration that she is not a native speaker and her level is not that of an advanced speaker. The use of breakdown expressions helps her to fill long pauses and give her time to think about what to say next. This creates an atmosphere of confidence and indicates her attempts to fill or avoid any long pauses.

Student 3:Result

Transcription	TEMPORAL VARIABLE	Oral test 3
<p>Question: How communication skill affect your self-image?</p> <p>I think that communication, // communication skills can affect your self-image because if you do not communicate in a proper way, eh, people can not // understand you. You need to eh use a good body language, that is non verbal communication. For example if you speak like this // moving you body a lot. Like a man, people believe other // things of you. And start talking bad things about you. Then, you need to express yourself, how do you say, eh, approp... yes appropriate. Besides, ///// you need also to speak nice with education. I mean this is very important eh // because you reflect a good image and people see you like this and and do not reject you. That is why I consider that communication skills such as listening to people, speak clear, tell a message are important to // or give a a give a good appearance of you and you are happy of your image.</p>	Speech rate (words per minute)	129
	Pause length (SHORT) #	5
	Pause length (LONG) #	1
	HESITATION PHENOMENA	
	False starts #	0
	Repetitions #	2
	Minimal responds and pause fillers #	1
	Replacements (Spanish) #	0
	Formulaic language #	6
	Discourse markers #	2
	Delivery of message: Comprehensible answer. Topic addressed.	

From this analysis, if we contrast the number of pause length and pause fillers within the speech rate, the student delivers a smooth and fluid speech. Although, some hesitation disruptions try to cut off the flow, the speaker immediately repairs her breakdown by asking for language support.

The final remarks on fluency evaluation development on these three participants' oral delivery in the three different moments is visualized together in order to have a clearer contrast of the results.

Table 4

Fluency Measurement Student 1:

TEMPORAL VARIABLE	SAMPLE 1	SAMPLE 2	SAMPLE 3
Speech rate (words per minute)	75	119	92
Pause length (SHORT)	0	3	6
Pause length (LONG)	8	0	1
HESITATION PHENOMENA			
False starts	1	0	0
Repetitions	1	2	1
Minimal responses and pause fillers	14	4	2
Replacements (Spanish)	17	0	0
Formulaic language	1	4	5
Discourse markers	5	4	3

In the first sample, the lack of fluency is noticeable due to the great number of replacements and a speech delivery with long hesitations at a slow rate. In the other samples analysis, her oral production sounds refined due to the moderate reduction of replacements and pause fillers. There is a drastic change in the temporal variable: the speech rate improved and the long pauses were reduced considerably changing them for short pauses and different hesitation occurrences. From the hesitation phenomena perspective, there is a considerable reduction of Spanish words and an increase of formulaic language. Although, there is a flow improvement in this speaker's oral production, she still manifests breakdown and repaired fluency. There are still unfilled pause expresses as silence or filled pause, repetition and the overused of discourse markers (because, and).

*Table 5***Fluency Measurement Student 2**

TEMPORAL VARIABLE	SAMPLE 1	SAMPLE 2	SAMPLE 3
Speech rate (words per minute)	86	129	78 w in ½ m
Pause length (SHORT)	18	7	3
Pause length (LONG)	6	0	0
HESITATION PHENOMENA			
False starts	1	0	0
Repetitions	0	2	3
Minimal responses and pause fillers	5	5	4
Replacements (Spanish)	2	0	0
Formulaic language	0	6	6
Discourse markers	1	2	4

Contrasting this speaker's oral production, it is noticeable that her fluency has increased due to the drastic changes that undergo the temporal variable and the hesitation factor. The silence short pauses are reduced and the long ones are considerably shortened. The number of varied discourse markers and formulaic language are also conspicuous. However, the repetitions increased. It seems that the speaker finds a way to repair her production using another type of break, but according to Tavakoli and Skehan (2005), fast speech with many repeats is not considered as fluent as speech in which such repair is absent. In sum, the result shows that this speaker's fluency was outstripped by a combination of speed and repair strategies.

*Table 6***Fluency Measurement Student 3**

TEMPORAL VARIABLE	SAMPLE 1	SAMPLE 2	SAMPLE 3
Speech rate (words per minute)	67	112	129
Pause length (SHORT)	10	6	5
Pause length (LONG)	6	0	1
HESITATION PHENOMENA			

False starts	0	0	0
Repetitions	0	4	1
Minimal responses and fillers	6	3	1
Replacements (SPANISH)	9	0	0
Formulaic language	1	3	6
Discourse markers	2	2	2

This result shows that the speaker's speech features progressively repair fluency.

Disfluency patterns characterized by low speech rate, a great number of short and long pauses, replacements, fillers and not so much formulaic language were left behind and displaced by speech and breakdown fluency. It cannot be discussible that there is a speaking skill development measured in terms of speech rate. The speakers' rates in samples 2 and 3 are located very near to the normal rate of a native speaker. According to Ellis & Barkhuizen's (2005) range of what normal speed rate is 120 – 150 words per minute.

4.3.5 Students' journal. In this qualitative study, the results shown in this section are the product of the deep analysis of the data collected from students' journals. These journals (self-evaluation) are evidence of one of the instruments planned to evaluate the learning goals. This information is quite relevant to this study because it gives insights about a) students' state of learning (self-assessment) while the program was being implemented, b) students' impression about the classes (teaching methodology) and their emotions towards their whole process (emotional self- consciousness). It is necessary to clarify that the information collected from the journal reveals aspects related to the program implementation (process evaluation) and the learning (Product evaluation).

All the students were required to write their journal entries but only the diaries of the six students who turned them in on time were selected for the analysis. There were no detailed closed

questions to be followed in order to write their entries, they were only told to write about their impression of the classes and how they felt towards the learning-teaching process.

4.3.5.1 Self-assessment. This category enfolds the judgment students have about their learning progress (self-judgment) or in other words, students' achievement results towards the program objectives and how they feel about their progress. It can be perceived that the learners constantly did a self-evaluation of their work or performance. As follows instantiations of students' self-assessment process towards the course objectives.

The extract below is a sign post that delineates the third objective of the program (Build foundation on personal development awareness about specific aspects). This student is showing that during the development of the lesson she had the opportunity to become aware of her identity. When she states “me di cuenta lo que de verdad me gusta hacer” shows a clear first stage of a personal recognition.

Intentifiqué mi características, me di cuenta lo que de verdad me gusta hacer. Mis fortalezas, mis debilidades, mis pasiones, mis defectos, entre otros aspectos.

(Journal 1: Page 420)

The following extract shows evidence of the student's becoming more aware of their own attributes. She also highlights the fact that, after the class interaction, she surprisingly knew more things about her. This is evidence of personal development awareness. This extract also evidences how this learner highlights one of the perspectives of CLIL approach: Language through learning (Ball, 2010; Coyle et al, 2010) by revealing the dual focus of learning content through language or/and language through content. When manifesting her confusion at her discovery of learning taking place when content and language are in the same educational context, she exposes the effectiveness of this integration.

Hoy aprendí mucho más sobre mí. En cada clase me asombro más de yo misma y de esas cosas que están en mí, pero no había descubierto. En esta clase seguimos con la temática pasada. Los que más me gustó fue haber conocido mi identidad por completo y parece raro y confuso pero mientras aprendo de mi también aprendo a dominar el idioma. Hoy me toco leer aunque me puse nerviosa y creo que no lo hice tan bien me sentí muy feliz con solo hacerlo.

(Journal 2: Page 426)

Those students that have more confidence on their knowledge of English decided to write their journal entries using this foreign language. This extract is an example. Here, we can observe students' self-judgment about what she learned.

Today I learned to know myself, have a good self-concept about me. Because this is important for everyone. Knowing myself I can know my strength, characteristic and talents and another stuffs. I also know my personality: I'm an Introverted with Extroverted personality. It is awesome knowing yourself and especially it's important.

(Journal 2: Page 426)

In this class, although was short, I learned that I am "unique". No one is like me, everyone is different, even the twins.

(Journal 2: Page 426)

4.3.5.2 Content based focus. Analyzing the information, we can notice that there is not a single evidence of a grammar oriented class. Students refer to content material that focuses on personal development topics. Even, in this excerpt, a student highlights that this has been her first experience with content based oriented classes. She also expresses satisfaction for the change (grammar oriented classes to content based approach).

Bueno, esta es la primera vez que tengo este tipo de clases. La verdad fue que me gustó mucho ya que fue algo diferente a lo que normalmente hago.

(Journal 1: Page 420)

There is also evidence that the teaching strategy used was that of content based approach –CALLA (discussed in section 2.3.7.2)-. Analyzing the journals, we can observe that the students have experienced the three components of this curricular and instructional design. In the following extracts, two students' journals show one of the components of the content approach model: Topics from the major content subject. The first student basically described what she did focusing on the topics studied. This is showing that the focus of the classes was on content.

This first extract refers to *Knowing yourself*:

Identifiqué aún más: quien soy en realidad. Mis fortalezas, logros y características: emocionales, mentales, físicas, nuestra verdadera identidad.

(Journal 6 : Page 442)

This second extract refers to *Careers*:

En esta sesión hablamos sobre cómo saber elegir la carrera profesional que le gusta a cada quien, en particular; que la sepamos desarrollar en un futuro, para poder desempeñarse a gusto; para poder obtener mis metas y comprender lo importante que es para mí trabajar.

(Journal 6: page 442)

This third extract refers to *Health*:

En esta sesión hablamos sobre como alimentarnos de forma sana. Pusimos a prueba nuestro sentido común y de forma imaginaria hicimos compras como si fuésemos independientes y aprendí que colocamos nuestros placeres por encima de la salud.

(Journal 6: Page 442)

Through these excerpt, there is evidence that during the implementation of the pilot program the second component of the teaching strategy is used: development of academic language skills in terms of learning new lexis to facilitate understanding. In the first extract, the learner also manifests that there is a structure review (A metacognitive strategy that leads to meaningful learning, according to Chamot and O' Malley , 1986): She is remembering content

concepts and thus learning them. She also expresses a degree of satisfaction with the methodology used and highlights the fact that she is learning more English.

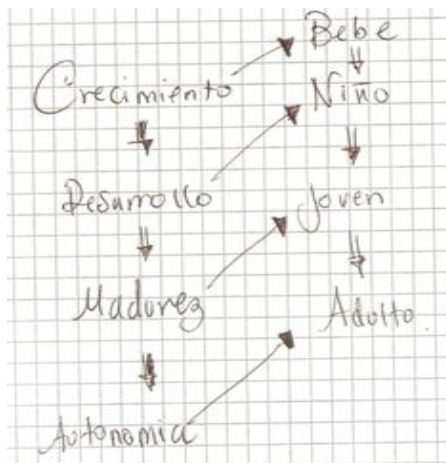
En la clase de hoy, vimos de nuestro cuerpo, para ser más específica los cambios que tenemos cuando crecemos. Empezamos hablando en inglés. Wow, nuevas palabras para mi diccionario mental y más facilidad para comprender mejor. /.../ estas clases me hacen mucho bien porque estoy recordando y aprendiendo. Es un buen método y lo mejor de todo estoy aprendiendo más sobre el inglés

(Journal 3: Page 431)

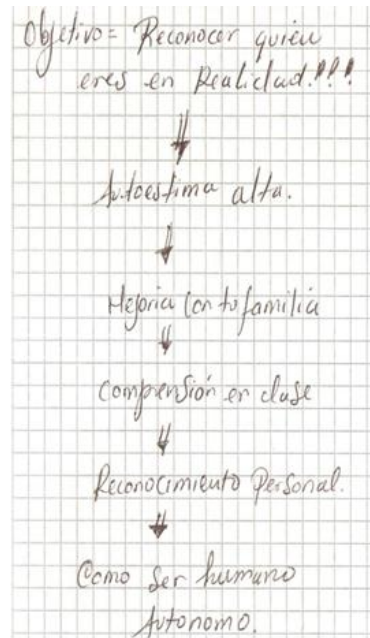
Aprendí que mi cuerpo va creciendo mediante el paso de los años. Nuevas palabras para así aumentar mi vocabulario y mejorar mi léxico.

(Journal 1: Page 420)

4.3.5.3 Cognitive strategies. The following graphs show the use of a cognitive strategy (mental map) that two different students use to help them objectify the information they have just learned. Although the classes are taught in L2 all the time, students did their map in L1. This shows that L2 may have been such an effective tool for learning the academic topic studied that the students were able to transfer the knowledge learned through English and synthesized it in Spanish. This is the other component of content and Language Integrated approach: Cognition (Using L2 as a tool to generate knowledge on content subjects).



(Journal 3: Page 431)



(Journal 4: Page 435)

Besides, through these students' journals, there are indications that there is an emphasis on oral production (Another objective of the program: Develop speaking skills) and contribute with their long life competence, as we can perceive in the following extracts:

Al ver a todo el mundo hablando me dan ganas de hacerlo. Fue una linda experiencia ya que estoy aprendiendo muchas cosas a la vez y lo más bonito es que me van a ayudar para mi vida en un futuro.

(Journal 1: Page 420)

In sum, the journals data reveals that there is a basic foundation of personal development awareness from students' self-assessment perspective. They manifested their satisfaction over the classes and how through them they learned more about their personality, their perspective of a future career and what their body needs to grow healthy. These students perceived that through the learning of content they were also learning language.

4.3.6. Structured Interview. The result shown in this section is the product of the analysis of the data collected from the interview done to the students (Focal group of 6 students). This data is helpful for both process and product evaluation stages, therefore, here it will be taken

into consideration only those data relevant to the implementation of the course. Those aspects related to learning outcomes that can be generated by analyzing this data will be examined in the next stage.

The questions (as discussed in 3.4.2) were open and students were free to participate. The categories that arouse are described as follows:

4.3.6.1 *Emphasis on content instruction.* From students' interview, we can notice that the classes focus on content and not on grammar. This is one of the components of the methodological technique used in CLIL (Content and language integrated learning) instruction.

In this extract, we can observe how the student refers to the methodological emphasis of the course assuring the classes were different on the fact that it was not grammar oriented. This is coherent to what they tell in the journals:

Porque pudimos ver las clase de Inglés, diferentes, cierto? *Sin necesidad de estar en la gramática y eso.* Pudimos desenvolvemos más.

(Interview 4: Turn 2)

In the following comments, the students refer to those subject contents that they have the opportunity to deal with.

Entonces cuando ya nosotras fuimos, vimos que más de un curso de inglés una clase de inglés era más bien con algo *que trataba sobre de ti sobre tu vida de persona eres como eres como te desenvuelves en tu diario vivir que es lo que comes* entonces, ya?

(Interview 4: Turn 7)

In these two extracts, the students mention some content topics they dealt with during the implementation of the program and the importance of having some previous knowledge about them was helpful to understand the topics better:

Me retroalimenté en algunas cosas, otras cosas como *biología, informática* muchas cosas que a pesar que ya teníamos, supuestamente las debimos haber dado ya en realidad las dimos pero no así con razones, pero con eso nos dimos cuenta que muchas cosas que tal vez ignorábamos y pues aprendí muchas cosas de todo.

(Interview 4: Turn 9)

S6 ...hablábamos de temas no tan difíciles tal vez *lo de biología ya lo habíamos dado alguna vez* y ya teníamos como que algún conocimiento pero por allá lejos y lo recordábamos sin embargo o sea tratamos temas *como comunes como era el de la salud, de la...*

SS *Sobre la personalidad*

S 6 *Sobre la personalidad, exacto, del cuerpo humano los alimentos y eso hablar como temas o sea son como temas que nos ayudaron también como a manejar el inglés, porque tampoco era como difíciles, o sea eso nos sacó más el inglés*

(Interview 4: Turn 15-17)

During the interview, students indicated that they used some cognitive strategies, such as: imagery, placing new words into a context, relating information to previous concepts and summarizing for concept formation. In the extract below, the student mentions the use of *Imagery* and *understanding lexis from context*, two cognitive strategies used to learn new or difficult vocabulary.

Nosotras leíamos pero no sabíamos muy bien el significado de las palabras; entonces, el contexto de arriba complementaba lo de abajo y así podíamos entender bien. Además los dibujos nos ayudaban a que te hicieras una idea mental de la palabra; por lo menos, en mi situación, yo sentí que en esos momentos como las actividades eran diferentes, eran distintas por que eh era como si tuviera un “switch” y se cambiara entonces, no, ya estoy en inglés entonces ya se me olvidaba como un poco el español entonces, ya me concentraba y me compenetraba más en ese cuento.

(Interview 4: Turn 20)

Another component of CLIL instructions is cognition. Cognition refers to developing cognitive skills to concept formation. In this excerpt, the student denotes the use of the cognitive strategy of inferring in order to help her comprehend the new material. The learner also considers that the different activities enable the development of code switching without difficulty.

Pues, como dijo mi compañera, con los libros porque cuando *leíamos a sacar reflexiones*. Uno como que ya tenía todo en mente y enseguida hablaba no esto, esto, esto y esto -enseguida: No teníamos que estar como haciendo pausa y ¿cómo es que se dice esto? y *enseguida de acuerdo a lo que leímos ya teníamos como que ese párrafo esa idea para decirla en un momento, en un momento determinado, resumiendo con tus propias palabras todo lo visto.*

(Interview 4: Turn 22)

4.3.6.2 Context based association. From the interview transcript, it can be observed that students recognize that there is an active engagement with the learning material through their personal life. In the following extracts, students refer to this meaningful association.

Pues, son cosas que uno no sabía y que uno le dan como emoción de conocerse a uno mismo porque eso es bueno cierto? De saber, aja? y ¿cómo se conocieron tus papas, y uno se queda como... después fue algo chévere. También cuando hablamos acerca de las profesiones, muchas personas -bueno muchas compañeras-, este, muchas compañeras no sabían lo que querían estudiar y eso siempre nos ayudó que porque las mujeres trabajaban de que la mayoría de las mujeres eran profesionales entonces como va estimulando a uno de o sea de seguir estudiando de seguir volviéndose cada más profesional y de seguir adelante.

(Interview 4: Turn 33)

Nos mostró realmente como somos y lo que nos ayuda eso para cumplir nuestros sueños saber cómo es uno, lo que le gusta sus habilidades y sus fortalezas. Para ser más adelante las debilidades y fortalecerlas y las fortalezas, fortalecerlas más..

(Interview4: turn 27)

4.3.6.3 Objective overseen. The objectives of the programs focus on: (a) Development of speaking skills to get fluency, (b) Development of cognitive and socio affective strategies to promote speaking, (c) Building foundation on personal development awareness about specific aspects. On this matter, we can observe that during the interview students refer to certain aspects that evidence that during classes they worked towards the delineated goals and considered they achieved them.

In this excerpt, the student denotes that she could achieve one of the goals of the course: Development of speaking. She manifests that one of her expectations in an English course was to speak and she could achieve it here through different strategies. She mentions group work activities and content based topics developed through the stages of speaking -conceptualization, formulation, articulation and auditory feedback- activities involved in the lesson stages proposed by the Cognitive Academic Language Learning Approach (CALLA) –preparation, presentation and practice-. Besides, the teacher was very helpful in order to understand lexis. The learner stresses her satisfaction with the course because she developed her speaking skills more than she expected. This means that from this student's point of view, there is a fulfillment in the objectives in terms of development of speaking skills and an overview that the program implementation was according to her expectations.

Porque lo que yo quería en una clase de inglés era hablar bastante. Eso lo logré aquí cuando hacíamos los trabajos en grupo, o cuando dábamos los temas y reflexionábamos sobre esto. Pasábamos adelante con las actividades que hacíamos y empezábamos *a hablar en inglés todo esto*. Empezábamos a discutir, ya dábamos así como una conclusión por decirlo así. Y todo era en inglés y cualquier cosa o palabra que no supiéramos aquí la teníamos a usted para ayudarnos y todo eso. Me gustó porque yo siento que yo me desenvolvía aun más de lo que yo esperaba.

(Interview 4: Turn 5)

This student accentuates that her speaking skills were not as developed as they are now. She affirms that now she feels more fluent with nervousness limitation but much better than before. This fluency, according to her, was acquired due to the practice opportunity she encountered in the classes. This practice led her to acquire new knowledge. One of the speaking strategies she uses was related to cognitive factors to develop speaking: Use language to explain language (Chamot and O'Malley, 1986).

Y el inglés yo no lo hablaba tanto pero cuando usted me preguntaba me salía como con mucha más fluidez con muchos nervios pero si lo hablé mucho mejor, el inglés, y trataba de practicarlo y aquí en este curso me sirvió mucho porque lo practiqué o sea aprendí cosas nuevas que tal vez yo ignoraba o no sabía. *Cuando no sabía algo, yo explicaba lo que quería decir, o sea que tratábamos de no usar el español, usábamos el propio inglés. Fue muy chévere.*

(Interview 4: Turn 22)

Another speaking strategy perceived that students recognized they used is using expressions to avoid communication breakdown. In this extract, the student refers to those activities they do in classes and how her partners speak and use some conversation strategies taught in classes that makes their flow sound natural and noticeable to the rest of class. She mentions that group work activity generated real speaking interaction (not memorized dialogues).

Cuando por lo menos nos poníamos a trabajar en grupo que uno se ponía a hablar con la compañera y todo eso y dialogamos también, o cuando usted nos pasaba bueno, paso algunas compañeras al frente y entonces eran como las representantes de cada grupo y entonces ellas a veces *se quedaban como pensando. Y usaban las expresiones que nos enseñaron para sonar natural. Y las decían. Y, de todos modos ellas seguían hablando o sea eso fue, fue muy bonito ver eso o sea todo el mundo se quedaba como así, wau!!* Como hablaban.

(Interview 4: Turn 22)

In the extracts above the students also give evidence of socio affective strategies, such as group work and pair work conceived as a learning strategy and one of the learning needs manifested in the needs analysis process (Context and input evaluation, 4.1).

In the excerpt below, there are indications of personal development activities that typify class work towards the third objective. This learner states that these types of self-awareness activities guide them to seek transformation under the perspective of negative personality traits to positive ones. Besides, there is a satisfaction on the teacher's role that features rapport through an engaging class. She also reveals that the topics addressed in classes are according to their preference.

Pues además de eso, pues el curso nos hacía como ver lo que nosotras seríamos a futuro. Entonces las metas que nos proponíamos y ajá le daba uno ganas de de cumplir eso, de seguir. Además, en el curso de inglés nos enseñaba moralmente como éramos nosotras y cambiar las cosas negativas a positivas o sea nos ayudó a crecer porque además de eso nos dábamos cuenta de los errores que teníamos y que apreciáramos las demás personas y así crecer nosotras mismas sin menospreciar a las demás personas además de eso porque usted hacia divertidas las clases porque daba cosas que nosotros nos gustaban. Cosas de uno mismo.

(Interview 4: Turn 19)

Towards the discussion in relation to what values they have developed through the course implementation students answered:

S 7 Quererse uno mismo.

E ¿Algún otro?

SS La autoestima.

E La autoestima.

S 7 La aceptación.

S 2 La autoestima, la aceptación, respeto por las diferencias de los demás.

(Interview 4: Turns 34 – 39)

Although the type of assessment used in classes could not be perceived as such, during the interview transcript there is strong evidence that students were assessed and they were satisfied with the way of assessing the learning material. This extract is an indication of students' comments on the course assessment:

A mí me gustó más este tipo de evaluación porque o sea no es como no tiene como lo mismo o sea un examen y yo todo me lo sabía y entonces a la hora del examen tú te sientes nervioso todo se te olvida y uno queda como que Erda!!! esto no es así (RISAS) Voy a perder la materia no y entonces con eso te esmeras por tu lo haces porque tu quiere tu lo haces porque a ti te nace tu sabes que vas a crecer como persona y si a mí me preguntan algo, tu respondías porque era algo sobre ti por decir pues este sí y aja era algo que te subía el autoestima que te preguntaban y que tú supieras y respondías

(Interview 4: Turn 44)

In this extract, the student compares the two different types of assessment she has experienced emphasizing that the one used in the course implementation was more appealing to her.

A mí también me gustó mucho porque era un método que uno aprendía sin necesidad de presión porque por ejemplo a uno le fue bien en un tema o al así y, entonces, ya hay examen y entonces y ya hay presión: que tiene que estudiar no se qué. Y, entonces, uno estudia para el momento, ya, después ya se le olvida y ya uno después ya no sabe lo que es, que era lo que realmente era. Entonces, este es mejor porque uno lo vive, uno lo expresa y lo *siente* (ÉNFASIS). Entonces, es algo que uno aprende para toda la vida y que sabes que no se te va olvidar y no es necesariamente que te lo tienes que aprender de memoria y que ya después ya no más adelante no vas, no te vas a acordar

(Interview 4: Turn 46)

In conclusion, from the data collected through the three different instruments: video observation, journals and structure interview, during the program implementation, there are signs that the teaching strategies followed the Content and Language Integrated Learning approach. Reasons that support this assumption are:

- (a) The lesson followed the CALLA (Cognitive academic Language Learning Approach) model (Chamot & O' Malley, 1986). There are indications that the lessons integrated content topics (personal development topics), language skills (speaking), direct/indirect instructions and practice in using learning strategies (cognitive and socio affective

strategies). However, it is necessary to highlight that, although one of the objectives aims at the development of cognitive and socio affective strategies, there is evidence that the teaching strategies also revolves around a great number of metacognitive strategies.

- (b) The lessons enclose only content based topics related to specific personal development aspects that were the one suggested by the students in the needs assessment stage (Learning about yourself, food and nutrition, communication and careers). All the activities that revolved over these topics aim at students' self-awareness and self-consciousness.
- (c) All the actions and the interactions of the students have a speaking purpose on a regular basis initiated by reading or listening to academic texts on the topics mentioned in the previous item. The speaking activities that were framed in the CALLA model also follow the speaking stages proposed by Levelt (1993) -conceptualization, formulation, articulation and auditory feedback- that lead to oral speech production.
- (d) The *journals* and the oral tests are the only type of assessment perceived in the data analyzed. There is evidence in the video observation transcript that the students were told about how the assessment would take place and evidence, in the interviews, on how satisfied students were with the assessment techniques used.

As mentioned earlier, in order to analyze the data, transcripts of the observations and interviews were made and categorized. The categories used were detailed and explained exemplifying each finding. This data was triangulated with the information obtained from the learning journals. Data from these three instruments were examined in order to answer the research questions. The result of this data analysis will be discussed in Chapter 5.

5. DISCUSSION

This chapter focuses on the findings obtained from examining the data collected through surveys, document analysis, journals, interviews, and class observations. As this study is framed in a program evaluation perspective, the discussion will take into consideration those aspects that framed the model (See 3.3) proposed in order to address the research questions. The design includes a comprehensive approach to analyze context, including the nature and extent of learners' needs and expectations towards the course; *input*, including the receptiveness of the strategies and procedures planned to achieve the course objectives; *process*, involving the pertinence of the program content, teaching strategies, types of assessment to address the target needs; *product*, comprising the extent and desirability of outcomes in terms of speaking skills development and development awareness.

In other words, according to the theory behind program personal evaluation, it is necessary to have a direct outlook of the stakeholders' fulfillment of the program, in this particular case, the students. Therefore, the information collected from the interviews and journals regarding satisfaction will be as well useful in order to answer the research questions.

As well, following the program evaluation model (CIPP), this discussion will be addressed in the light of the theoretical framework that underpins this study: program evaluation (Stufflebeam & Shinkfield, 2007), needs analysis (Richards, 2003; Hutchinson and Waters, 1987; Robinson, 1991), Content and Language Integrated Learning (CLIL) approach (Brinton, Snow and Weschen, 1989; Ball, 2010; Coyle, Hood & Marsh, 2010), personal development (Barnes, 1997; The Young Adult Learners Partnership, 2003) and speaking skills (Shumin, 2002; Bygate, 1987); Thornbury, 2005; Levelt, 1993). Next, the result will be presented taking into

consideration the comprehensible connection between research questions and the program evaluation model proposed in this study.

From the evidence obtained after a deep categorization of the data gathered from the different instruments the following results are highlighted:

- *The Content and Language Integrated language program designed from a needs analysis developed into a coherent, comprehensible and sound educational program.*

Reasons that led to affirm this are described as follows:

First, it is relevant to reaffirm what Richards (2003) highlights “One of the basic assumptions of curriculum development is that a sound educational program should be based on an analysis of learners’ needs. Procedures used to collect information about learners’ needs are known as needs analysis” (p. 51). Overlapping this theoretical view, there is strong evidence that this program under evaluation was planned recognizing and targeting not only the 15 students’ needs, but also the institutional and national demands concerning the teaching and learning of English as a foreign language. This led to decision making towards the planning and execution that took into consideration the results from the needs analysis process. This means since the early stages of the planning the program was routed to address students’ needs, thus become consistent and comprehensive for the targeted learners. It was designed and executed based on their learning and target needs and wants expressed in the moment the needs analysis process took place.

Second, the overall analysis of the data during the implementation brought about that a program plan following a CLIL approach can be effective when dealing with topics that are

chosen by the same students. Beyond the linking of content and language, the additional component of personal development awareness objective gave an academic and emotional support to the students learning process. It makes the content based curriculum even more personalized to the targeted students because, in the organization of the syllabus, the criteria of utility and learnability are not separated. This means there is a conceptual sequencing that avoids taking into consideration the teachers' or ELT publishers' choice of topics to be learned at certain age or according to students' cognitive level (Ball, 2010).

This highlights the fact that course content based on those topics selected by the students seems more meaningful in a way that learners feel their teaching learning process revolves around them. This circumstance, according to Nunan (1995), can be considered one of the features of a learner centered course since the choice of topics and strategies are suggested by the learners and the emphasis is on human development. This assumption is materialized when students expressed their level of satisfaction in the last interview after the course ended:

... cuando ya nosotras fuimos, vimos que más de un curso de inglés una clase de inglés era más bien con algo que trataba sobre de ti sobre tu vida de persona eres como eres como te desenvuelves en tu diario vivir que es lo que comes entonces, ya? ... Me preguntaron sobre ti yo no sabía que responder entonces uno se desenvolvía y lo decía en inglés porque wao yo lo se, ya? porque es sobre mi entonces en ese aspecto me sentí muy bien porque hablaba sobre mi y desarrolló muchas cosas que yo conocía de mi misma y que lo supe porque me hacían preguntas sobre ese tema y así me fui conociendo.

(Interview 4: Turn 7)

We can observe that through the student' comment there is evidence that the topics selected and taught in classes hinge on these learners' personal aspects. This was very helpful to create a comfort zone around learning not only the foreign language but inner personality aspects of the students.

However, in the survey (Appendix B: questions 20) used to collect the initial data, we could see that the choice of topics given all address personal development. It seems that since the very beginning of the stages in the program development, there is a slight influence of the teacher's choice as well as a manipulative choice of topic through the questions. According to the theory, this is valid in CLIL scenarios: "Content will depend on the context of the learning institution" (Coyle, Hood and Marsh, 2010, p. 28).

Moreover, the way the syllabus is organized is done by the teacher and not negotiated by the students. The learners as participants involved in the process only took a primary role of announcing or informing their lacks and wants towards their language learning process. Decision making towards the planning, design and implementation stages has as its product the teacher acts based on the information collected from the learners. This is evidence of a specialist approach to program design (Johnson, 1989) directed by a needs assessment that routed an action plan to create and execute a Theme based model of CLIL that is usually found in EFL contexts and taught by an EFL teacher (Coyle et al, 2010). This teacher role as a participant in policy determination on organizing the syllabus by theme seems to be the "right path" to follow to initiate a CLIL course as Brinton, Snow, and Wesche (1989) state: organizing the conceptual (thematic) sequencing is the first step to start a CLIL course. Therefore, from these decisions made in order to design and implement the program, there is accountability to what Johnson (1989) proclaims: in practice there will never be an extreme of one approach to policy determination and implementation.

In a way, a needs analysis to program design is helpful to create a sense of or build consolidation for a more adequate and sound program that ended up in content and language integrated approach. During the process, teacher's decisions as a designer are relevant to interpret

the data and organize the syllabus coherently to focus the institutional demands and the students' needs as well.

Finally, the program turns to be comprehensible not only because it follows a needs analysis approach, but also because only one person was in charge to design, implement and execute the program. Johnson (1989) reveals that the level of coherence when designing and implementing a program is finer when the same person has the responsibilities of the different stages that are involved in the planning, design and execution of an EFL program. In this study, the teacher took different roles in the whole process including the one as researcher and program evaluator. This contributed to the success of the program from two different perspectives.

The first one is that the teacher's examination of and planning within the context is more relevant due to level of familiarity and involvement. The second one is that the actions to improve the program were taken immediately as the whole program was being evaluating. Using the CIPP (Context, Input, Process and Product) model allows the evaluator, designer and executor to take immediate actions when necessary for the program success. One of these actions was to evaluate students' speaking level of English before the classes started in order to diagnose their level. The findings in the oral test done to evaluate students' speaking skills were coherent with what students expressed in the needs analysis process. From this perspective, it can be assumed that in the needs analysis process in order to have a more accurate idea of students' learning needs, a language test should be included as another tool in order to accurately detect students' strengths and lacks and overlap what their needs and wants are to what they really need.

Another action was the incorporation of metacognitive strategies when teaching. In the planning we can see that only two cognitive strategies were planned to help students learned: cognitive and socio affective strategies, but metacognitive strategies were not considered in the

design. During the analysis of the data collected from the class observation, we can notice that the most used strategies were metacognitive. It seems that not including this strategy in the design could have been caused by a misinterpretation of the information gathered or a slipup when planning to put into practice the theory.

At this point, the choice of teaching the three cognitive strategies was the appropriate call to apply the theory to practice. According to the theory, CLIL teaching strategies need to develop cognitive skills (Metacognitive, cognitive and socio affective skills) in order to have students engaged to think through and articulate their own learning (Coyle et al, 2010 and Ball, 2010). One third action was to focus the classes and made student aware of content objectives. In the design or program planning, the syllabus did not mention what the particular content objectives were. It only mentioned personal development awareness, but this became too broad from the initial account. Later, in the implementation –from the class observation- we could notice that the content objectives were well described to the students.

On the other hand, only one person in charge of the whole process of designing, executing and evaluating the program forces subjectivity towards the actions done. This can hinder an outsider's view that can lead to the program success by offering a different perspective on how to handle and guide the process (Johnson, 1989).

- *Content and Language Integrated Learning approach is an appropriate strategy to develop speaking skills when following the CALLA model lesson (Chamot and O'Malley, 1986) combined with the speaking processes suggested by Levelt (1993)*

In the needs analysis results, from the language perspective, there is no evidence that students want to address grammar items to be learned, they only mention the improvement of their speaking skills. Therefore, the choice of Content and Language Integrated Learning

approach as the strategy that leads the teaching-learning process seems to be the appropriate choice because according to Coyle (2007), Content-based instruction constitutes a significant departure from traditional language teaching in that it is based upon content and topics rather than language functions and structures. Furthermore, in order to address the course program objective (Personal development awareness), CLIL (Content and Language Integrated Learning) approach was chosen as it immerses learners in a dual focus instruction in which the foreign language is used as a medium in the teaching of learning of content (Ball, 2010).

Marsh (2006), Ball (2010) and Chamot and O'Malley (1986) also affirm that the syllabus and programs designed focusing on CLIL framework have their objectives articulated with goals and outcomes for teaching and learning. There is evidence that this methodology has been successful in helping students develop their English in a relevant, challenging, and meaningful manner (Corrales and Maloof, 2008). This curriculum is not the exception: it seems that CLIL teaching strategies used in secondary education scenarios were appropriate to develop speaking skills. These strategies are:

First, the pattern of delivery suggested by Chamot and O'Malley (1986) is really effective when teaching a content based lesson. The model CALLA (Cognitive, Academic Language Learning Approach) integrates appropriate content topics, academic language development, and direct instruction and practice in using learning strategies framed in a lesson that follows these stages: Preparation, Presentation, Practice / Evaluation. There is strong evidence that all the lessons observed were enclosed in the CALLA model which seems to have worked properly if the lesson integrates content related to personal development topics and language skills regarding speaking. Undeniably, all the teacher and students actions needed to be contextualized to the target situation in order to achieve the objectives of this particular program and the type of

content addressed. For this particular case, the teaching instruction started with tasks in which the new information and knowledge came or was generated through reading and listening texts coming from authentic sources, content textbooks and lectures about content topics related to personal development. The activities designed for this presentation phase helped the learners to be introduced to the learning material for the first time. It generated the input for speaking. The practice phase involved activities that provided learners with controlled practice, guided practice and free practice. This led to a set of comprehension and application activities where students showed understanding of written or spoken discourse and an integration of knowledge, personalized learning and creativity (Ellis, 2003).

Second, from the prescribed teaching instruction visualized in the observations and the journals analysis, the effectiveness of the CALLA model relied on the different patterns that obey to a single scheme that was used in all the lessons. A scheme that came up to be a lesson framework for these content based lessons that resulted operative. It means that just incorporating cognitive skills in each of the lesson part suggested by Chamot and O'Malley (1986) is not enough. The patterns that built up the teaching strategies used in this scheme were the combination of: learning strategies instructions, speaking macro skills instructions, teaching general techniques, personal development encouragement, and evaluation stage. The following table relates the different actions done for each pattern found in the different lesson stages.

Table 7
Teaching scheme

Teaching patterns		Actions	Lesson stages	Descriptor
Learning strategies instructions	Metacognitive factors	-Monitoring -Reviewing attention for special aspects -Advance planning -Stating objectives	Preparation	Behaviors that teachers use to help students comprehend, learn, follow or retain

		-Direct explanation of the speaking strategy -Clarifying ideas		new information during the events of a class (Oxford, 1985). They are considered cognitive processes (O'Malley and Chamot, 1990).
	Cognitive factors	-Asking for retaining -Imagery -Generating knowledge -Reviewing -Providing material -Activating prior knowledge	Presentation Presentation	Instructions that the teacher uses in order to help learners interact and manipulate what is to be learned.
	Socio affective factors	-Stating patterns of interaction -Providing cooperation	Presentation Practice	
Teaching general techniques	Personal development encouragement	-Praising -Content based topic (personal development) -Rousing reflection -Raising self- awareness -Time allowed for journal entry	Practice Practice / evaluation	Actions to help learners gain confidence and self-esteem and self consciousness.
	Class procedure	-Controlling the pace of the lesson -Setting time limit -Engaging in hand on activities -Greetings -Closing -Stating type of/assigning assessment	Preparation Presentation Practice / Evaluation	Marks of the stages in the lesson in order to control the activities during the time allowed or just to initiate or finish the learning event
	Supporting	-Giving assistance/instruction -Error correction -Explaining -Wrapping up	Presentation Practice	Actions that the teacher does in order to enrich learning
Speaking macro skill instruction		-Encourage participation -Setting speaking opportunities -Focusing on fluency -Encourage the use of L2. -Get learners talking -Modeling -Reducing anxiety about a task. -Asking the use of discourse markers	Preparation Presentation Practice/evaluation	Actions that engage learners in conversational interaction by providing them with opportunities to generate conversations.
Evaluation stage		-Individual oral test (prompts were given for students to answer).	Practice / evaluation	Actions conducted to examine the speaking skills

- Self- evaluation of the
process through journal
entries.

Third, from the data analysis, it can be spotted that within the CALLA lesson framework the teacher incorporated the speaking stages processes suggested by Levelt (1993). This, in addition to the specific content to teach, molded the teaching strategies to these particular students. At this part of the discussion, it is worthwhile to raise awareness on the fact that “In order to help students develop their ability to speak English, we need a descriptive framework for looking at spoken discourse and a way of categorizing speaking situations and the demands they make on participants. Only then will we be able to find an appropriate classroom methodology” (Hedge, 2000, p. 263). From the video observation, there are accounts that for this program design the teacher found a way of categorizing speaking situations: language tasks associated with acquiring new information and knowledge using contextualized oral language (Chamot and O’Malley, 1986) through the four major processes of oral speech development proposed by Levelt (1993).

The four speaking process stages, according to Levelt, led students to build speaking skills from internal stimuli in which students conceptualize the topic, vocabulary and even structure they are exposed to, followed by a verbalization in which they memorize in order to articulate the information and finally, speak explaining or talking about the concept using their own words. From this perspective, this decision towards the methodology chosen tell us that for this particular program the achievement of objective was generated by the teacher choice of strategies. This choice (Combination of CALLA model with speaking stages processes) compelled the teacher to assign conversational, interactive and supported language tasks that led to summarizing, discussing, sharing information, knowledge or experience generated from

content situation about personal development topics guided by the transitional speaking stages of conceptualization, formulation, articulation, and auditory feedback. All this resulted in the emergence of the appropriate classroom methodology to develop speaking skills in the students (One of the course objective). As it is so much information to show through extracts as evidence, appendix P: *Speaking situation through the methodology* used describes the different stages in the lesson contrasted with the speaking processes and the actions done in class. Pretty much all the lesson followed the same model. The lesson exemplified there belongs to the module 1: Learning about yourself: The unique you. This was one of the longest modules in time and in concepts to be learned. Therefore, there are two sections: A and B that correspond to video observations transcript 1 and transcript 2 respectively. This lesson framework used in these classes can become a model to follow when teaching a CLIL class with a speaking based aim. It departs from a listening and reading (Productive or passive skills) as input to develop speaking (Productive skill).

Third, the class observation reveals that the strategies that directly work on students' speaking skills are specifically denoted as speaking macro skill instructions, such as encourage participation, setting speaking opportunities, focusing on fluency, encouraging the use of L2, getting learners talking, modeling, reducing anxiety about a task, asking the use of discourse markers and a specific metacognitive learning strategy: direct explanation of a speaking strategy. The most interesting aspect to rise from the use of these macro speaking skills is that teacher directly tells her students to use linguistic devices in order to overcome limitation when speaking. This direct explanation of a strategy ratifies what it was discussed before: to develop speaking all the teaching strategies related to content should be directed towards it. The teacher emphasized in the use of turn taking expressions and recommended her students to learn and use all of these

linguistic devices every time they speak. These expressions were always visible on a chart for students to remember and use them. There is substantial students' use of these linguistic devices:

(a) students show awareness of their use. In this extract, the students use a Spanish filler –este–.

She immediately realizes that it is not quite appropriate and corrects herself using repetition, gets support from the chart where the expressions are written and chooses one –you know, eh–.

(b) The students use the linguistic devices to increase fluency in a more natural performance as it can be seen in 4.3.4.3. Besides, it is also helpful for fostering speaking production if all the explanations and instructions provided by the teacher are done in L2. In all the classes, the teacher strictly controls the use of L2. Spanish was only used to clarify a word or

Teacher	This is a candle, right? I think this object represents me because you should know about me that eh when I have a problem I know how to solve it. I am logical thinker. I am logical when solving problems. I am very good at it. Usually I visualize the answer to things in a very easy way. When people see darkness I just come up with a solution to it. Besides, as a teacher, I usually light my students life, I think, I just tell them how to do things that maybe they do not know how to. So, that is the object that I think it represents me. Ok, let's start. You have 15 minutes. You are going to try to <i>speak English</i> . <i>If you speak Spanish, pay attention. If for example, D. speaks Spanish once. Then she goes second time, she speaks Spanish. Then, the students that has the most interaction in Spanish. You have to buy candies for everybody for the next session</i>
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Students	(Students laugh)
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D	Hay que triste!
---	-----------------

Teacher	<i>You see first time, D has one check. Ok let's start.</i>
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D	I don't agree, miss.
---	----------------------

Teacher	<i>Well, you don't agree. Well, you can speak English. Ok</i>
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(Transcript 1: Turns 64 – 69)

phrase. In this extract, we can see a moment when the teacher highlights that using English will help them to improve their speaking skills.

We could also observe how the teacher raises awareness on how helpful will be to get the objective of the course if the students collaborated by trying to communicate in English. The teacher even created a strict rule to control the use of Spanish in the class, especially when students interacted in groups. Usually, according to Ur (2000), when students work alone they tend to switch to their native language to communicate their ideas.

In the excerpt, the teacher sets up rules to those students that use the mother tongue twice. This controlling strategy resulted effective as students in all the lessons observed used English to communicate. All this demonstrates that the teacher role is important to control the use of L1 in order to help students in the language acquisition by creating the necessity, desire and by forcing them to communicate using the foreign language.

Fourth, there was no instantiation of an English language or grammar oriented lesson as the focus of teaching. This means students were actually immersed in a dual focused scenario learning content through language or language through content (Marsh, 2006). The only linguistic aspects taught besides vocabulary was the use of stallers, discourse markers and other inserts (These linguistics devices are explained in 2.4). This reveals that in order to develop speaking is not necessary to focus on grammar oriented lessons. These extracts taken from students' focal group interview can be considered as the most valuable account to validate the theory behind CLIL classes. Students felt and experienced the dual focused scenario (exposed by Marsh) during these specific classes and referred to the double learning acquired mentioning that how through the learning of content a learner can learn English.

At this point of the discussion, it can be concluded that the activities done were meant to foster speaking skills, but the question that arouses is: Did the students really develop speaking skills after all this input and having experienced all the processes? If so, to what extent?

The answer to the questions will be based on Brown's theory: when talking about speaking in a foreign language, fluency is a key factor that measures speaking development. In fact the delineated objectives of the program stated that at the end of the course students would have used speaking skills to fluently interact in different situations that imply natural language.

Analyzing the data collected from oral samples, structure interviews, and journals, it can be concluded that all these teaching strategies or methodology discussed before were effective because the students involved in the process had a significant improvement in their speaking skills. This previous statement relies on the following evidence found:

(1) Students' self-assessment toward their expectation achieved manifesting that they felt they had acquired fluency.

(2) A fluency phenomenon analysis that determines the learners acquired a considerable grade of utterance fluency.

(3) Throughout the journals and interviews, students mention development of their speaking skills in terms of fluency. In the following extracts, these students feel they have acquired fluency. This fluency is described as natural language use occurring when speaking (Richards, 2000).

The speaking development experienced by students appears to have given them more self-confidence. Although each of them has experienced different degrees of growth in self-confidence, all of the interviewees commented they felt more comfortable when using oral

English now. Some of the factors they mentioned for this improvement in their speaking language are:

- (a) *The content topics they spoke about were familiar to them.* The students highlighted that they felt fluent when they talked about content areas topics related to natural science, human body, health and personality that they have studied before. Also, she affirms that those content topics helped them to develop speaking. This is one of the perspective of CLIL: learning language through content (Ball, 2010)
- (b) *Group activities and direct explanation of the use of speaking strategy.* This student identifies that pair work and group work activities led by spokesperson helped them to develop speaking. In this extract below, the student also manifests that her partners used those breakdown expressions, discourse markers and formulaic language taught in class making their speech sound natural. Here, it is also manifested one of the component of CALLA model: direct instruction and practice in using the learning strategies.
- (c) *Material: Content based reading texts.* The students perceived that the written material they obtained from the content based books helped them to develop speaking because the content was self-explanatory and the images and pictures were a good aid to understand the information. This facilitated the code switching immersing the student in an English environment.
- (d) *Speaking stages processes.* Students admitted that when they experienced the conceptualization and formulation stages (Levelt, 1993) during the speaking process helped them to develop speaking skills.

In sum, students felt they had acquired a degree of fluency when speaking. They defined this confidence as fluency due to the fact that they perceived they speak without so much hesitation. This fluency, according to what they said, is defined as the ability to speak in a natural way without so much hesitation. Yet, from this conclusion, it can be assured, although it may sound boldly for some researchers, that *feeling confident* when talking is part of what fluency embraces in its definition.

This self-assessment of improvement in their speaking skills can be supported with evidence found in the observation and the oral test samples taken in three different moments: before, in the middle and after the course implementation.

From the three oral samples collected by students as speaking skills diagnose, we can notice that these students' speech rates were below the normal borderline (See 4.3.4.3). There is no evidence of filled pause that attenuates students' long breaks. Still, in the samples collected and analyzed during the first classes, there are indications of irregularities and breaks in their speech. But, after students' immersion in the speaking process (Levelt, 1993) and being exposed to the speaking strategies taught (Use of linguistic device to overcome limitations), there is a noticeable improvement in the temporal variable and considerable use of compensatory strategy to avoid disfluency.

Contrasting the three oral test samples taken before, during and after the implementation of the course, we can observe there is a marked difference and progressive improvement with regard to barriers to fluency such as *use of fillers*, *long pauses*, and *repetition of words*. Table 8 shows the analysis of the three different students in the three different moments:

Table 8
Fluency analysis contrast

	SPEAKER 1			SPEAKER 2			SPEAKER 3		
TEMPORAL VARIABLE	SAMPLE 1	SAMPLE 2	SAMPLE 3	SAMPLE 1	SAMPLE 2	SAMPLE 3	SAMPLE 1	SAMPLE 2	SAMPLE 3
Speech rate (words per minute)	75	119	92	86	129	78 w in ½ m	67	112	129
Pause length (SHORT)	0	3	6	18	7	3	10	6	5
Pause length (LONG)	8	0	1	6	0	0	6	0	1
HESITATION PHENOMENA									
False starts	1	0	0	1	0	0	0	0	0
Repetitions	1	2	1	0	2	3	0	4	1
Minimal responds and pause fillers	14	4	2	5	5	4	6	3	1
Replacements (Spanish)	17	0	0	2	0	0	9	0	0
Formulaic language	1	4	5	0	6	6	1	3	6
Discourse markers	5	4	3	1	2	4	2	2	2

From the above table, we can notice that the three speakers moved from a noticeable lack of fluency to a marked improvement of their speaking in terms of fluency measurement from temporal variable and hesitation phenomena analysis. To conclude that these students acquired fluency would be quite controversial for many English teachers, researchers and linguists. Therefore, this progress will be considered through the fluency multicomponentiality proposed by Housen and Kuiken (2009) that works in different subdimensions, such as speed fluency, breakdown fluency and repair fluency or that of Skehan (2009) who is of similar opinion: “a range of measures are available, broadly examining: a) breakdown (dys)fluency, indexed by pausing; b) repair (dys)fluency, indexed by measures such as reformulation, repetition, false

starts, and replacements; c.) speed, with measures such as syllables per minute.” (p. 513). From this categorization, it can be stated that the classroom practices helped these students develop speaking skills to the extent of acquiring utterance fluency. This means that these learners developed speaking skills measured in terms of speed fluency, breakdown fluency and repair fluency.

Students also mentioned that this methodology was meaningful for their learning as we can see in these extracts that come from interview 4. The students realized that these classes were different from the grammar oriented they were exposed to before and how English was the only language used as a tool for communication:

Bueno. O sea, mis expectativas si las lleno. Eh, Porque pudimos ver las clase de Inglés, diferentes, cierto? Sin necesidad de estar en la gramática y eso. Pudimos desenvolvemos más. Hubieron compañeras que tal vez en el curso no, no hablaban porque les daba pena hablar y se desarrollaron aquí y hablábamos normal. Si , o sea como si estuviéramos hablando en nuestro idioma

(Interview 4: Turn 2)

También llenó mis expectativas porque lo que yo quería en una clase de inglés era hablar bastante. Eso lo logré aquí cuando hacíamos los trabajos en grupo, o cuando dábamos los temas y reflexionábamos sobre esto. Pasábamos adelante con las actividades que hacíamos y empezábamos a hablar en inglés todo esto. Empezábamos a discutir, ya dábamos así como una conclusión por decirlo así. Y todo era en inglés y cualquier cosa o palabra que no supiéramos aquí la teníamos a usted para ayudarnos y todo eso. Me gustó porque yo siento que yo me desarrollaba aún más de lo que yo esperaba. Siento que si llenó mucho mis expectativas.

(Interview 4: Turn 5)

Furthermore, the actions grouped as speaking macro skills instructions help students to feel confident when talking due to the practice generated. These are the students' exact words on this issue:

Eh, bueno. Principalmente, cuando usted nos habló de este proyecto, eh, me dio como un poco de miedo porque la verdad en clases normales yo era un poco tímida para hablar porque yo veía a mis compañeras hablar con más fluidez que yo. Entonces, si llenó mis expectativas porque sentí que...como que como mi lengua se iba soltando, o sea, en la clase en realidad yo me he integrado porque entendía y a la misma vez iba este como produciendo esas respuestas y las expresaba en las clases con los temas que vimos.

(Interview 4: Turn 4)

In sum, all these teaching actions that revolve around CLIL scenarios really help students to achieve the objectives of a course when the aim is the development of speaking skills. Mainly, one of the factors that leads to this achievement of objective in terms of speaking is to work with content of topics students are familiar with and therefore, feel interested to talk about as they are about their self being. These appropriate content topics for students combined with instructions and practice in using learning strategies through the speaking process stages makes the lessons to be operative, consequently, help students develop speaking skills measured in terms of utterance fluency.

- *When the interactive techniques to teach are proposed by the students the level of satisfaction in an English class seems greater and it makes the objectives more achievable.*

We could also notice from the results of the video observations that the students were involved in the participatory process (See appendix K: LN 2 and socio affective mediation

4.3.4.2). These patterns of interaction (pair work, group work and whole class) were a key factor to develop a specific topic depending on the type of speaking activity selected (Wright, 2008).

We could observe that students work in pairs and discuss the answer to questions or talk about relevant aspects related to the topics. This technique in which students' actions are involved generated, without the teachers direct intention, cooperative learning during the activities.

O'Malley and Chamot (1990) recommend cooperative learning activities for each part of the lesson because it improves students' performance and provide additional opportunities for students to use language skills in general.

This study reveals that this socio affective strategy that focuses on pattern of interaction student-student in Content based scenario in order to foster speaking production and personal awareness is apposite. The following extract endorses cooperative learning as a helpful procedure used in classes to generate learning:

Ahí yo me desenvolvía porque con Sharon también aprendí mucho porque ella me ayudaba con vocabulario y yo practicaba con ella cuando nos ponían en parejas.

(Interview 4: turn 7)

From the extract, we can assume that student – student interaction can be effective especially if the students involved find support to fulfill certain tasks.

Finally, the type of the activities that complemented the whole process of objective achievement are those that focus on meaning, provide linguistic and non-linguistic resources for students to choose and lead to real-world process of language use (O'Malley and Chamot,1990). In the lessons, all the activities done by the students were designed for the purpose of remembering, understanding, practicing, obtaining information, thinking for themselves, learning

by doing, going beyond memorization, reflecting on own thinking and feelings, monitoring own process and keeping a record of what it is done (Coyle, 2007). These activities also provided the learners with the opportunity to work with their peers in pair work, panels and to interact with teacher's lectures and with the materials.

From the above comments, we can perceive that these types of activities are very advantageous to develop speaking skills and personal development awareness.

- *The CLIL theme based typed organized by content units that revolves around activities focusing on personal development awareness can become a very suitable approach as well as the teacher's role.*

From this study, we can assume that working around the contents can be one effective technique to direct the activities and actions done in the classroom in order to make students reflect on certain topics related to personal development. Taking this weakest type of CLIL syllabus from a list of topics chosen by the students and working with some specific activities around them can result effective in order to address this objective even if there are only four thematic units. Perhaps, working with more topics and time for the activities can result more effective. Even, and this sounds more coherent, teaching personal development content across the different school cycle grades can produce relevant and meaningful result on students because, as Barnes (1997) states, personal development is not a state or condition that is achieved at a particular stage in the life cycle. It is a continuous process in the sense that people are open to it at any moment and can make gradual, incremental progress as they experience normal life events.

Although, despite the short time devoted to involve students in personal development activities in this pilot course under investigation, there is slight but strong evidence that the topic

based language classes attained or was almost enough to raise students' awareness in this matter. These accounts are registered on the journals and the interviews.

In personal development activities, according to Senge (2007), a person needs to know who they are, to accept themselves and work on their strengths and weakness. It works to build a state of consciousness or self-awareness.

From the above argumentation, it seems that not only the choice of topics are enough, but procedure or activities done in the classroom practices helped these particular learners of 10th grade to build foundation on personal development awareness about specific aspects related to their identity, future perspective and health. From the video observation results, we can assure that those relevant enfolded actions that the teacher used in order to help learners to gain confidence and self-esteem and most of it, self-consciousness are: dealing only with these content based topics, praising students, arousing reflection, and directly raising self - awareness.

When all the lessons only dealt with topics related to the personal development such as *Learning about yourself: the unique you, Food, nutrition and you, Communication skills, Careers: preparing for your future*, that students already know but may have not dealt with them for the purpose outlined in this course, the process of learning takes place through the retrieving phase that works towards the same goal. As Karpicke (2012) affirms “it is essential to consider retrieval processes not only because they are central to understanding learning, but also because the act of retrieval itself is a powerful tool for enhancing learning. Moreover, active retrieval does not merely produce rote, transient learning; it produces meaningful, long term learning” (p. 220).

A second action is arousing reflection over the topics through personal experience in order to engage them in meaningful learning related to their self-awareness. This reflection in

these classes was done through class discussion. Particularly, the teacher's role was decisive to generate thinking acts towards personality issues, future possible decisions, self-image awareness, health consciousness over own diet.

Also, there is a specific moment when the teacher, during the lesson: *Learning about yourself: The unique you*, guided her students to have a clear perception of their personality, including strengths, weaknesses, and emotions by doing personality test, discussion and even an online quiz. Also, students were given the opportunity to write about their progress in the classes. The Young Adult Learners Partnership (2003) upholds that asking learners to reflect on their progress is “probably the most important aspect of this process because it affirms learning and allows the young person to gain the confidence and self-esteem to practice their self-agency again in new situations” (page 8).

All those activities and actions done in the classroom led to a moderate personal development because they encouraged these young people to recognize attributes that were previously invisible to their unconscious mind (Senge, 2007). From the analysis of the journals and the interviews, we can corroborate that the classroom practice fostered personal development as students felt it that way. In this excerpt, this student expresses that they also gained self-confidence because they had the opportunity to self-evaluate what they know by recognizing their strength and weakness. Also, she considers that the teacher's role was also important as she perceived her teacher projected confidence and pushed them to learn.

Bueno, yo pienso que la verdad esto nos dio a todas seguridad y confianza en si mismas por que nos dimos cuenta que sabemos, que nos falta aprender o sea cuáles son nuestras verdaderas capacidades en que realmente somos buenas y pues la verdad la persona pretenda seguir este tipo de metodología, para mi pensar, tiene que ser una persona con mucha confianza en sí misma porque si esa persona no tiene confianza no le puede transmitir la misma confianza y seguridad a los estudiantes que está enseñando porque yo sentí eso que como la profesora nos inyecta esta confianza y nos daba todo ese ánimo para poder seguir haciendo como que como que te equivocaste pero la próxima vez en clase lo puedes hacer mejor y para que también se haga más divertido pues muchas piensan que el inglés es difícil y es aburrido y es muy rutinario.

(Interview 4: Turn 56)

All the different activities used in class, which according to students helped them to improve their speaking skills and foster personal development, were possible because the teaching strategies, the content and the material focused on them as individuals. The teacher's and students' procedures emphasize on speaking development based on personal development topics that made the process of learning more meaningful and operational. Unlike grammar English teaching methodologies that focus on isolated and artificial language situations and tasks to discuss (e.g. I am working, she is working, ...), findings from the data show that CLIL instruction provides multiple opportunities for authentic, meaningful language situations, topics, and tasks. For instance, after watching a video about a person with communication difficulties (Transcript 3: Turns 7-38), students were able to discuss in groups: was there a problem of communication? If so, what was the problem? Why do you think it usually happens? Does this usually happen to you? because the teacher created opportunities to express their opinions towards a real problem.

From the evidence mentioned above, we can perceive that the interaction of English (as the language to be learned) and personal development content combined with the meaningfulness

of the material presented, CALLA instructional model and the speaking processes activities used in class were some of the factors that led to the achievement of the course objectives.

- *Assessment of learning objective can be less shocking or traumatic if it relies on students' performance during the classes and when the assessing activity chosen is the same as the one the students have experienced in classes.*

In the design, the evaluation was considered as an ongoing process. According to the data collected during the needs analysis, students liked to be evaluated in a very relaxing environment. They preferred oral test and not the structure written exam where they have to memorize grammatical rules. Unfortunately, for this research purpose, the evaluation technique used by the teacher to evaluate students' performance during the implementation was not included as data to shows the use of summative assessment comparing it against some standard or benchmark. Neither, the use of rubrics that focus on fluency (as a sign of speaking skills development) was collected as evidence. This is an inexcusable lack of relevant records that could give account to one of the objectives of this research. Perhaps, this is the result when dealing with a great amount of information and different responsibilities on only one person as a teacher, course designer, program evaluator and researcher at the same time.

However, even though this relevant data was missing, there are accounts of assessing students' performance and results through the oral tests developed and a self-evaluation process through the journals. Also, students manifestation of their satisfaction towards the type of assessment used may validate the result described here as it can be seen in this extract from the focal group interview.

Students were aware that the observation of their performance as part of the evaluative process is less traumatic than a formal exam that leads to failure. This comment also discloses that the student feels relaxed when being evaluated and considers the assessment as a normal activity that motivates them to participate. Besides, this participation relies on the fact that the student feels confident and motivated to be evaluated because, through this, she also learns.

For the purpose of this study, it was possible to take students' oral samples from the video observation during the classes. There is also a record, at least from three students, of two different oral tests done, one during the implementation and the other after it, as final oral exam (See analysis in 4.3.4.3). Besides, as the program planning or design suggests, another way of evaluation techniques was perceived: journals. The learners themselves evaluated their own performance, however, for the journals entry, there was no clear criteria and weighing systems agreed beforehand. This led to very open and not concrete ideas about what was going on in the classroom.

In brief, although there is a lack of some research instruments to validate the whole assessment process applied during this piloting process, it is worthwhile to upraise the fact that it is quite appropriate for a language course that students choose or negotiate the way they prefer to be evaluated. In this sense, the evaluation can be less harrowing specially if it relies on an ongoing observation process and the instrument used to evaluate speaking focuses on what students really do during class time. This type of evaluation used in this particular course corresponds to one of the alternative format of *Performance* or *authentic assessment*. It seems from interviews analysis that students' satisfaction towards it was high compared with the traditional way they were evaluated. Contrasting this satisfaction with the results obtained in their speaking development, it can be concluded that the evaluation process should be part of the

learning process and not exactly as an activity apart from it. This validates what Shepard, Flexer, Hiebert, Marion, Mayfield, and Weston state (1995): one of the positive aspects of process assessment is that it includes building students' self-confidence. It also reduces test anxiety and enhances students' self-esteem because it involves them in meaningful activities.

- *Content based lessons are effective if they comprise teacher-directed and learner-centered activities.*

The achievement of the objectives in this program relies on different aspects that were mentioned earlier. But, it is relevant to mention that in a content based lesson, as the one under study, from the results obtained it can be deduced that it works better if they comprise teacher-directed and learner-centered activities that led to tasks associated for acquiring new concepts, vocabulary and even structures through reading, listening and speaking.

A very important area that emerged from the analysis of the observation made us conclude that the teacher role is quite relevant for controlling, organizing, supervising and leading all the activities to the achievement of objectives. It also seems that for content based lessons the teacher's procedure should incorporate in an integral way: Learning strategy instructions, speaking macro skills instructions, general teaching techniques and evaluation practices in order to develop both content and language. This affirmation might add a relevant information to the theory behind Content and language Integrated learning approach. Usually, the theoretical framework behind CLIL encloses the teaching of high order thinking skills along with the learning strategies instructions through academic tasks (Ball, 2010). However, the teacher's role is to control and make the system work in order to give the students the opportunity of meaningful learning. Regarding those learning strategy instructions suggested by O'Malley and Chamot (1990) the ones that seem more effective when dealing in order to plan and pay close

attention to comprehension and production is monitoring. The best way to monitor during classes, according to the results observed in this study as the category that emerged the most, is through checking comprehension or understanding including the instruction given. A teacher should always revise and verify that what it is said, instructed and done is understood by the students. This is coherent with what Harmer (2007) states in an EFL classroom although, classes should focus on the learner; the teacher is responsible of controlling that the students work towards the acquisition of the language. Those instructions related to cognitive factors are relevant especially if the teacher focuses on showing preoccupation for verifying if the students are retaining the information given. In this study, in the categories of the class observation, we can see that the most salient aspect is the teacher asking students for retaining the concepts they are learning. This teacher directed actions guarantee students interaction with the material to be learned, make sure students summarize, synthesize, paraphrase and state main ideas as we can see in the analysis of data collected from the video observation. The purpose of the teacher's actions resulted in having a class that force learners' behavior around activities design to approach a learning task. There is an incitement of actions from the teacher that achieves a positive response from the students. The analysis of the data shows that those acts done by the teacher resulted in responses done by the learners. This was positive since all the actions done in the classes led to objective, as discussed before.

- *A program evaluation using the CIPP model suggested by Stufflebean can be an appropriate approach if the objective of an institution or teacher is to examine the program goals, structure and process, in order to glean positive aspects for its improvement or adoption.*

According to Fitzpatrick, Sanders and Worthen (2004), program evaluation helps to plan and guide programs towards successful outcomes. It is the researcher's decision to choose which model to follow in order to evaluate a course program. This action research study framed its decision towards the CIPP (Context, Input, Process and Product) model adjusting its phases into this particular context because, as Daniel Stufflebeam himself highlights, the aim is to determine if this particular educational effort has resulted in a positive change in school. Based on the theoretical foundations that move this program evaluation approach, since the initial actions this study was conducted towards the examination of the program positive aspects that lead to program effectiveness and not the negative ones. Therefore, the actions and aspects described to fulfill this project obey to the theory suggested by Stufflebeam and Shinkfield (2007), turning this into a minded-gap in the field of program evaluation theory and practice.

One of the findings that arose after using this model to evaluate the program from a research perspective is that the model allowed the process to be flexible and easy to implement. Since the very beginning, if you are interested in evaluating a program, the model helps you to define the path to follow because it suggests certain tasks to orientate the researcher in what to do. First, it advises you to delineate what is to be evaluated and determine what information needs to be collected. Second, to collect the information using selected techniques and methods. Third, to provide and make the information available and finally, decide what information is helpful in order to keep, improve or adapt the new program. As we can see, evaluator decision making is a prior factor that makes the process a suitable and adaptable option to follow.

Another aspect that this study highlights is that the CIPP model allowed the process to be comprehensible as it can be used in four different stages (Context, Input, Product and Process evaluation) that answered to questions and issues that the evaluator selected in order to examine. It starts evaluating the context, the planning, the implementation and the results expected towards the program goals. From these four evaluation stages, it is worthwhile to mention that the context evaluation stage is equivalent to the needs analysis process to course design suggested by different authors. Therefore, a teacher that has run a needs analysis process can be more open to comprehend how the context evaluation or needs assessment works better within this model.

A third relevant aspect found is the dichotomy between theory and practice on the model simplicity and comprehensiveness. Stufflebeam and Shinkfield (2007) allege this model is simple and comprehensible; however, the more comprehensible it can be the more complex it becomes especially if only one person is in charge of the four stages. Complexity is understood here as not only the different parts in which the model is designed, but the different and great amount of work that requires in order to address each evaluation stage. For each stage the researcher must collect and analyze the information and find an overall result in order to evaluate the whole program. It would be advisable, as Stufflebeam and Shinkfield (2007) suggests, just devoting to only one component if it is decided to run a program evaluation as research due to the overload amount of information and time that this requires to process.

Finally, the CIPP model can be an effective approach to program evaluation if it is done through the mean of research and not just as an evaluation tool. In other words, when we examine and probe if a program is worth it or not to be implemented in the future or in

order to improve it, it is more significant if it is part of a qualitative investigation as we are dealing with educational processes.

In sum, from the above discussion, it can be assumed that the program planning along with the resources, procedures and strategies designed addressed the target needs and institutional demands to the extent that the approach chosen (CLIL), the resources and procedures identified are rated as relevant for addressing assessed needs of the target beneficiaries and institutional purposes.

The above information discussed was done during the context and input evaluation stages. In the program evaluation field, this has an important function because it “helps program leaders avoid the wasteful practice of pursuing proposed innovations that predictably would fail or at least wasted strategies and resources” (Stufflebeam & Shinkfield, 2007, p. 338).

6. CONCLUSION

This chapter discusses the conclusion reached by this study along with the recommendations for future research in the area of CLIL instruction and program evaluation and the limitations and implications to be considered if this given program is worth continuing, repeating or extending in IED Sofia Camargo de Lleras.

Considering the analyzed data and using the research questions and the program evaluation stages as a guide, the following are the conclusions reached:

This content and language integrated learning program seems to be appropriate to address students' target needs and institutional demands in terms of speaking skills development and personal development fostering recognized as identified needs from the needs analysis process or context evaluation stage results. Students were able to develop language skills at the same time that they reviewed and raised self-awareness through personal development content and activities about topics related to personality, communication, careers perspective and health.

Different factors contributed to make this program design effective. First, it was done taking into consideration a needs analysis process that evaluated students' needs, wants and lacks in order to design a sound program that fulfill students' expectations. Second, it focused on the most linguistic lack of students (Speaking) and institutional demands (personal development awareness) to delineate objectives, teaching strategies and procedures. Third, the implementation followed the initial design with a slight variation on the learning strategies to teach. The design was structured to develop cognitive and socio affective strategies, but during the teaching moments metacognitive strategies were the ones most used. This was helpful because these strategies routed the teaching and learning process. Fourth, students felt that the content, the activities and the teacher's encouraging attitude helped them to increase personal awareness, self-

consciousness and self-confidence as an individual within a group and as a language learner. Fifth, during the implementation the teacher followed the types of assessment suggested by students during the context and input stages that ended in students' satisfaction towards the evaluation done. Finally, the teaching strategies used were delineated to achieve the program objectives.

One of the most relevant findings that led to this achievement of objective, especially speaking, is the decision making towards the teaching strategy of the course. Choosing Content and Language Integrated approach to address the target needs worked operatively because students could be immersed in a class where English was the tool to teach, communicate and learn. However, just choosing content to teach cannot make a program operative. The efficacy of learning language through content is due to the use of CALLA (Content academic Language learning approach) lesson model designed by Chamot and O'Malley (1986) incorporating as speaking development activities the four stages of the speaking processes stages proposed by Levelt (1993): Conceptualization, formulation, articulation and auditory feedback. Framing the lesson in this way and from the perspective of focusing the speaking acts on meaning rather than structure, learners became less worried about making mistakes and worked toward their expressing ideas. As students received input and had different opportunities to reflect over topics, give opinion and discuss, they gradually increased their oral skills until they were capable of expressing those ideas in a relatively smooth and repaired oral language flow that was coherent.

The interaction with authentic content materials provided models for language imitation and input for these 10th graders to develop discourse organization, lexis, and "textbook" grammar (Ball, 2010) which support their verbalization when asked to speak in an academic setting. Also, the teacher role is decisive in this part to push, force or impede student from using

their native language in the classroom and adapt and work with the interactive techniques suggested by the students. But more outstandingly, the teacher role must be reconsidered because it is necessary to be aware that the foundation on CLIL instructions demands the language educators to teach with a different methodology from that used for general English courses. Dealing with Content and Language Integrated learning approach demands deep study and close involvement with the topic through content class observation, seminars, congress and reading material to have a clear overview of how it works.

A second relevant aspect that this study shows is that personal development involvement can be addressed in a class if all the topics, content and activities are designed to guide and help students in high school to become more conscious about their personality and also to raise awareness on health, potential, strength, weakness and identity. This study, from the research point of view, agrees with the fact that personal development is not a state or condition achieved at a particular stage but a continuum in the sense that people are open to it at any moment. Withal, the classroom can be chosen as an appropriate space to create a form of learning that focuses on activities where young learners can reflect on or experience interpersonal relationships such as reflecting, receiving advices, being valued and accepted as a person, measuring oneself against others, making choices and decisions and seeing them through, and sharing ideas, among others. The learning derived from these experiences alone is more likely to be durable if young people are given the opportunity and support needed to reflect on the experience (The Young Adult Learners Partnership, 2003). At this point, it is necessary to highlight the fact, that the school has a library with different content English text books donated by an American institution for students' use. Many of the books are about teen living, ethics, values, etc., topics that help adolescents to grow properly. This was a great resource for the teacher in terms of printed

material to be used in class because they are books designed for an English native audience what makes the content authentic and not tailored to foreign students to address certain level of grammar and vocabulary.

Another aspect that arose from this study was the use of learning journals. They became an instrument of self-assessment that made students more aware of their language learning process and at the same time informed the teacher how the learning process developed in order to make decisions towards objectives achievement. It also gives relevant information of students personal development progress assessed in terms of what was done during the classes. However, in order to handle the information students write, it is better to ask them to use clear handwriting or type it and use definite question to guide the entries in a more instructional way to gather more accurate information about students' advancements.

In sum, this program design and implementation achieved the intended objective because it fulfilled learners' expectations and needs to the extent that it is worth continuing or extending to other grades in the institution. However, for the future execution of a program like this it is necessary to take into consideration the below limitations and implications that arose from this study.

One of the factors that led to develop speaking skills on these learners may rely on the fact that the pilot course was conducted with only a small group of 15 EFL students that were considered diligent and studious with an A1+ – A2+ level of English (See Estándares básicos de competencias en lenguas extranjeras: inglés or Common European Framework of reference for languages). Besides, the classes were taught almost every Saturday four or five hours in a row as additional activities. As a result, the interpretation and the generalization of the findings are a little bit limited compared to reality. From 6th to 9th grades, the groups at IED Sofia Camargo de

Lleras are of 32 to 35 students per class and they are heterogeneous classes. There are only three hours a week. Considering the number of students, in 10th and 11th grades, it can be possible to run the program only in the between class groups for high achievers because in these levels there are usually about 17 to 20 students. In the majority of public schools in Colombia, the number is bigger: 35- 40 students per class. Reasons to suggest that future research may be administered to a larger group following the CALLA model combined with the speaking processes in order to analyze or examine if the strategy can be also effective.

Nevertheless, if there is no limitation of human resources, classes can be divided in groups of at least 20 students per level. Perhaps, it is likely to have as an option in those cases where there are not enough teachers that the school can get some internship students from a university that graduate bachelors in teaching English as a foreign language. They could divide the groups into smaller classes if they have the accommodations to place those sub-classes: it could be the library, the labs, classrooms that are empty because the students are taking physical education in the fields, courts or yards.

Besides the limitations or obstacle that gives large classes, it is important to bear in mind that when teaching content using the strategy this pilot program used, another possible difficulty could be to have mix ability classes or very heterogeneous classes with a very low level of English. The students that participated in this study, as it was mentioned before, are students that have A1+ - A2+ level. This basic foundation of English may have made the process of teaching and learning language through content resulted positive or less traumatic. It means that, perhaps, it could have been very hard to work with these academic topics and type of interactive activities with students that had a lower level of English.

Another aspect that favors this positive impact of the teaching strategy used was that these students-participants in this study belong to Level 3 -the uppermost achievers within 120 students of 10th grade-. This level sorts students that share almost the same attitude, motivation, responsibility and interest towards English and have nearly the same English language level as they were selected for being the most outstanding students at English in the previous years and they obtained the highest score in a placement test done to select between class groups. At IED Sofia Camargo de Lleras (As discussed in the rationale).

Also, as the use of authentic material is necessary when developing content classes, it was pretty helpful that the school has authentic textbooks because developing content classes can become difficult and a non-motivating teaching experience besides time consuming when searching, finding, and adapting texts about personal development to specific students' needs. If a school has shortage of ICT (Information and Communication Technologies) resources, the teacher must be very resourceful and creative to find the way to deal with authentic material dealing with specific content topics to develop.

If thinking of implementing a similar program due to the results obtained from this study, it is necessary that the future possible program design should be intervened and adapted to the changes that the pilot program implementation aroused: (a) Reconsider metacognitive factors when teaching. The pilot program did not include this in the design, but in the implementation they resulted being the most notorious according to the data analyzed as well as effective because they allowed the teacher and the students to be involved in the thinking, planning, monitoring and self evaluating of the learning process. It seems that monitoring –the most prominent metacognitive strategy perceived in this study- in order to know if learning is taking place through comprehension or understanding checking using direct questions or asking students to

rephrase works quite well. Calling students attention to those aspects that are the key to incite learning can also become one of the most aggressive metacognitive strategies to be used when learning a foreign language. As well, it is necessary to consider that planning the organization of the learning environment prepare learners to assimilate the information, concepts or contents. (b) Content objectives should be included in the design as other objectives and not thinking about them during the implementation. This will give the teacher the chance to reconsider working through the content in a more defined way. (c) The type of assessment should be materialized into a specific evaluation instrument such as rubrics, checklist or other. As it was discussed before, in this study, unfortunately, this was not included as data to be analyzed. This could have given more reliable evidence of students' advancements in the achievement of objectives, especially, the speaking development. The recommendation could be to design in collaboration with students a rubric to assess students' performance when delivering oral test on the content or aspects dealt in classes.

Furthermore, for a future CLIL program implementation, it is worthwhile to consider not only oral proficiency, but the development of different language skills such as listening, reading, and writing dealing with different contents related to citizenship, social studies, and culture, among others. This will give a better and broad understanding of how CLIL could work in these different mainstream educational fields.

On the whole, all educational programs should follow a needs analysis process in order to be effective in terms of addressing real and specific learners' needs and expectations. Moreover, the teacher should become a researcher when evaluating the program effectiveness and sustainability. Although, there is so much time constraint and overload of work, the CIPP model can be an appropriate approach to program evaluation because its purpose is not to prove but

improve (Stufflebeam & Shinkfield, 2007). This experience working with this model in order to evaluate a program through research methods calls for more than one person in charge. This means that the researcher or evaluator has to handle a lot of information to collect and analyze that becomes a hard work for only one person.

In addition, the Content and Language integrated learning approach can be the most appropriate strategy to address students learning needs. It does not matter what the content to teach is -because that depends on the context of the learning institution considering students' choice as well- but the program must be designed taking into consideration students' cognitive engagement. In order to engage learners cognitively, it is necessary to incorporate as teaching strategy routine the use of metacognitive, cognitive and socio affective strategies along with the Cognitive Academic Language Learning Approach (CALLA). This instructional model developed by Chamot and O'Malley (1986), designed to develop academic language skills of limited English proficient students in upper elementary and secondary school proved operative when combined with content topics related to personal development, direct instruction and practice in using learning strategies and the incorporation of speaking process stages, suggested by Levelt (1993): Conceptualization, formulation, articulation and auditory feedback.

Furthermore, the teacher role is equally important and quite relevant in order to assemble teaching strategies, learning strategy instruction, speaking macro skill instruction, teaching techniques, classroom management, content and activities related to personal development, speaking processes development and different interactive techniques incorporated in a CALLA lesson model structure in order to achieve the objectives of a program that was designed to address students and institutional demands.

As an analyst, a course designer, an observer, a teacher, evaluator and a researcher, this study was extremely gratifying because it gave me the opportunity to reflect on my views of teaching and learning and how they influence everything I do in the classroom. We sometimes assume things or take things for granted without giving a second thought to our students' feelings, wants and lacks, but after spending this time and dedication to do a needs analysis process, design a course, teach it, and evaluate it, I became more aware of all the aspects that move our teaching practice and can help the learning process to be effective. This has also taught me that as a teacher I must learn as much as I can from the theoretical background that supports what I do in the classroom in order to have a greater perspective of my decisions towards the teaching and learning process. In sum, this experience made me realize that we, teachers, need to reflect about the theory and our practice and start researching to find answers to what we contemplate is or is not relevant or applicable in our context. Probably, the hardest part of this journey might be time constraints. It was very difficult to deal with several tasks at the same time in a short period of time, but thanks God it was possible to fulfil it.

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Appendix A
Needs analysis questionnaire
 Institución educativa sofia camargo de lleras
 Students 10th grade

Background description: The purpose of this questionnaire is to collect data that help design a program according to your learning needs in order to run in 2011. The ideas der to run a future investigation your structural syllabus will be changed to content based one.

Please answer the questions below. The results of this questionnaire will be used for personalizing materials for your 10th English course 2011 to meet your needs.

Personal Details:

Name: _____

Contact telephone number/email address: _____

English language

1. Number of years you've studied English: _____
2. Taking into account your current knowledge of the language, please rate your skills in the following (1-5 1 being poor, and 5 being excellent)

Speaking: _____

Reading: _____

Writing: _____

Listening: _____

3. In terms of function, what can you do with the foreign language? You can check more than one.

1. Contrasting ideas
2. Making complaints
3. Asking for information
4. Giving advice
5. Expressing opinion
6. Suggesting or recommending

4. Which of the following would you like to improve:

Speaking ☐ Reading ☐ Writing ☐ Listening: ☐ Pronunciation ☐ Grammar ☐
 Vocabulary ☐

5. How comfortable do you feel working / learning (Check your answers)

Individually: very comfortable ☐ OK ☐ not comfortable ☐

in pairs: very comfortable ☐ OK ☐ not comfortable ☐

In groups /teams: very comfortable ☐ OK ☐ not comfortable ☐

6. How you best learn? (You can check more than one)

When I see information written ☐ When I get logical explanations ☐

When I repeat ☐ When I sing ☐

When I hear ☐ When I interact with my partner ☐

When I read ☐ When I find information myself ☐

When I move / make gestures ☐ other ☐ _____

7. What is your main goal in studying English? Think about the present and the future.

8. You know our PEI is based on Escuela Transformadora premises, do you consider that your English classes' strategies have changed into a more holistic approach?

No ☐ Yes ☐ Why? _____

9. What topics do you consider can be appropriate for your English classes that you would feel more comfortable with and can help you enrich your learning and personal development in a more integral manner?

10. Is there anything that you'd like to focus on specifically?

11. If we need to pick up some holistic perspective³ topics for the fourth term which ones do you consider can be more suitable for the classes and at the same time will enrich your life concepts and personal development? Check more than one if you like.

- | | |
|---|---|
| <input type="checkbox"/> Making smart decisions | <input type="checkbox"/> Knowing yourself |
| <input type="checkbox"/> Leadership and citizenship | <input type="checkbox"/> Home efficiency |
| <input type="checkbox"/> Growing and changing | <input type="checkbox"/> Management |
| <input type="checkbox"/> Technology | <input type="checkbox"/> Managing time |
| <input type="checkbox"/> Everyday health | <input type="checkbox"/> Mental health, health and safety |
| <input type="checkbox"/> Food and nutrition. Getting in shape | <input type="checkbox"/> Communication basis |
| <input type="checkbox"/> Emergencies and first aid | <input type="checkbox"/> Relationships |
| <input type="checkbox"/> The family and society | <input type="checkbox"/> Family life cycle, family, members and you |
| <input type="checkbox"/> Careers: preparing for you career | <input type="checkbox"/> Home economics |
| <input type="checkbox"/> Managing your money | <input type="checkbox"/> The environment |
| <input type="checkbox"/> Spiritual beliefs | <input type="checkbox"/> Values and ethics |
| <input type="checkbox"/> Hobbies | <input type="checkbox"/> Personal appearance. Fashion, clothing care. |
| <input type="checkbox"/> My body | <input type="checkbox"/> The planet |
| <input type="checkbox"/> My country | <input type="checkbox"/> Cultural aspects |
| <input type="checkbox"/> Other _____ | |

12. If your future classes have as main topics the ones you selected before what activities do you consider would be more appropriate or you like the most to address each theme.

- | | |
|---|---|
| Discussion practice <input type="checkbox"/> | Listening practice <input type="checkbox"/> |
| Presentations <input type="checkbox"/> | Reading comprehension activities <input type="checkbox"/> |
| Interaction activities <input type="checkbox"/> | Writing practice <input type="checkbox"/> |
| Conversations <input type="checkbox"/> | Grammar practice <input type="checkbox"/> |
| Role playing <input type="checkbox"/> | Vocabulary practice <input type="checkbox"/> |
| Reporting <input type="checkbox"/> | |

Thank you for completing this questionnaire.

³ the development of every person's intellectual, emotional, social, physical, artistic, creative and spiritual potentials

Appendix B

Needs analysis questionnaire 2

INSTITUCIÓN EDUCATIVA SOFIA CAMARGO DE LLERAS

El siguiente cuestionario es con el fin de recoger información relevante para el diseño del curso 10° grado 2011. Por favor responda a las preguntas con mucha honestidad y seriedad.

Nombre:

1. ¿Por qué necesitas aprender inglés? Marque con una x. Más de una respuesta es posible.

1. Para estudios futuros ☐
2. Para conversar con amigos o familiares en el exterior ☐
3. Para leer textos en esta lengua ☐
4. Para cantar canciones ☐
5. Para entender canciones ☐
6. Para comprender películas en inglés ☐
7. Para escribir a hablante nativos ☐
8. Para conversar con hablantes nativos ☐
9. Para comprenderle a la profesora de inglés ☐
10. Para ser profesora ☐
11. Para viajar a países de habla inglesa ☐
12. Otro _____

2. ¿Cuáles de las siguientes actividades que involucran el uso del inglés realizas con más frecuencia fuera de la clase? Más de una respuesta es posible.

1. Escuchar música ☐
2. Ver películas ☐
3. Ver series norteamericanas ☐
4. Chatear ☐
5. Cantar ☐
6. Leer libros, revistas, periódicos ☐
7. Hablar con mis compañeras ☐
8. Hablar con mi profesora ☐
9. Hablar con conocidos nativos ☐
10. Explicar temas a otras compañeras ☐
11. Traducir textos. ☐
12. Leer avisos publicitarios ☐
13. Comprender instrucciones (en aparatos electrónicos, medicinas, etc.) ☐
14. Comprender información en avisos, etiquetas, video juegos, celulares, software) ☐
15. Otro _____

3. ¿El uso del inglés fuera de la clase se limita a...?

- ☐ Una vez a la semana
- ☐ Dos veces a la semana
- ☐ Tres veces a la semana
- ☐ Más de tres veces a la semana
- ☐ En todo momento
- ☐ Una vez al mes
- ☐ En la oportunidad que se presente

**4. En el futuro, después de terminado tus estudios secundarios, el inglés me será útil para:
Más de una respuesta es posible.**

- ☐ Viajar
- ☐ Estudiar
- ☐ Leer
- ☐ Entender películas
- ☐ Hablar con personas nativas
- ☐ Comprender canciones
- ☐ Incrementar mi preparación académica
- ☐ Trabajar
- ☐ Conocer y entender otras culturas
- ☐ Comprender instrucciones
- ☐ Comprender información en internet, en aparatos electrónicos
- ☐ Otro _____

5. ¿De las siguientes actividades valora de 1 a 3 el grado de dominio que tienes? (1=Malo, 2= regular 3=bueno)

1. Redactar oraciones ☐
2. Comprender párrafos sencillos ☐
3. Comprender canciones ☐
4. Traducir textos ☐
5. Seguir instrucciones ☐
6. Leer textos ☐
7. Expresar ideas sencillas ☐
8. Comprender historias narradas en un lenguaje sencillo ☐
9. Comprender lo que la profesora me dice en clases ☐
10. Hablar de mí, de mis compañeras y de las actividades cotidianas ☐
11. Sostener conversaciones rutinarias ☐
12. Expresar mis ideas y sensaciones con expresiones cortas ☐
13. Comprender ideas generales ☐

6. ¿De las siguientes actividades realizadas en clases marca con un √ aquellas que más te agradan? Más de una respuesta es posible.

1. Escucha de textos en audio ☐
2. Escucha de textos en video ☐
3. Discusiones grupales ☐
4. Conversaciones ☐
5. Monólogos ☐
6. Redacción de párrafos ☐
7. Lectura comprensiva ☐
8. Representación de diálogos ☐
9. Trabajo en grupo ☐
10. Trabajo individual ☐
11. Trabajo en pareja ☐
12. Exposiciones ☐
13. Uso de tecnología (Software educativos, internet, celular, etc.)
13. Otro: _____

7. ¿De las siguientes actividades hechas en clases cuáles te facilitan el aprendizaje del inglés? Más de una respuesta es posible.

1. Escucha de textos en audio ☐
2. Escucha de textos en video ☐
2. Discusiones grupales ☐
3. Conversaciones ☐
4. Monólogos ☐
5. Redacción de párrafos ☐
6. Lectura comprensiva ☐
7. Representación de diálogos ☐
8. Trabajo en grupo ☐
9. Trabajo individual ☐
10. Trabajo en pareja ☐
11. Explicación de la profesora ☐
12. Explicación de una compañera ☐
13. Trabajo autónomo (Preparación de unidades) ☐
14. Exposiciones ☐
15. Otro: _____

8. ¿De los siguientes medios cuales te ayudan al aprendizaje del inglés fuera del colegio? Más de una respuesta es posible.

- ☐ Internet
- ☐ Diccionarios
- ☐ CD
- ☐ Videos
- ☐ Cursos de inglés interactivos
- ☐ Películas
- ☐ Canciones
- ☐ Series de televisión

9. Para mí el aprendizaje del inglés es...

- ☐ Fácil
- ☐ Relativamente fácil
- ☐ Algunas veces es fácil
- ☐ No tan complicado
- ☐ Difícil
- ☐ Extremadamente difícil
- ☐ Imposible

10. Estudiar inglés.

- ☐ Me gusta
- ☐ No me gusta
- ☐ Me parece aburrido
- ☐ Me parece interesante
- ☐ Es necesario
- ☐ Me obligan a hacerlo

11. ¿Cuáles de estas habilidades tienes menos desarrolladas?

Escucha ☐
 Lectura ☐
 Habla ☐
 Redacción ☐

12. ¿De las siguientes habilidades cuáles quieres reforzar?

Escucha ☐
 Lectura ☐
 Habla ☐
 Redacción ☐

13. ¿De las siguientes habilidades cuál dominas más?

Escucha ☐
 Lectura ☐
 Habla ☐
 Redacción ☐

14. ¿Qué tan cómoda te sientes trabajando...?

Individualmente: Muy cómoda ☐ cómoda ☐ No tan cómoda ☐ incómoda ☐
 En parejas: Muy cómoda ☐ cómoda ☐ No tan cómoda ☐ incómoda ☐
 En grupos: Muy cómoda ☐ cómoda ☐ No tan cómoda ☐ incómoda ☐

15. ¿Cómo aprendes mejor? Más de una respuesta es posible.

- ☐ Cuando ves la información escrita
☐ Cuando la profesora le da explicaciones lógicas
☐ Cuando repites
☐ Cuando cantas
☐ Cuando escuchas las explicaciones de su profesor (a) en lengua sencilla
☐ Cuando aprendes canciones
☐ Cuando lees
☐ Cuando investigas los temas por si misma
☐ Cuando te hacen gestos o movimientos
☐ Cuando te explica una compañera de clases
☐ Cuando te refuerzan los temas después de haberselos explicado en clase
☐ Cuando deduces la información
☐ Cuando haces muchos ejercicios sobre el tema
☐ Cuando te lo explican a través de actividades lúdicas académicas
☐ Otra _____

16. En clase te gusta trabajar: (Encierra en un círculo tu opción)

a. En el libro guía SIEMPRE
 ALGUNAS VECES NUNCA
 b. En ejercicios adicionales preparados por la profesora en el tablero SIEMPRE
 ALGUNAS VECES NUNCA

- c. En ejercicios adicionales preparados por la profesora en forma de talleres SIEMPRE
ALGUNAS VECES NUNCA
- d. Con software educativos (English discoveries, etc.) SIEMPRE
ALGUNAS VECES NUNCA
- e. Con el uso de actividades en internet SIEMPRE
ALGUNAS VECES NUNCA

17. Nuestro PEI está basado en la pedagogía de Escuela Transformadora, de acuerdo a esto:

- a) Las clases de inglés se han implementado estrategias que lleven una educación más humanística
TOTALMENTE DE ACUERDO DE ACUERDO PARCIALMENTE DE ACUERDO
EN DESACUERDO
- b) Los temas tratados en clase te ayudan al desarrollo de la personalidad
TOTALMENTE DE ACUERDO DE ACUERDO PARCIALMENTE DE ACUERDO
EN DESACUERDO
- c) Los contenidos y objetivos van entrelazados con contenidos tratados en otras áreas.
TOTALMENTE DE ACUERDO DE ACUERDO PARCIALMENTE DE ACUERDO
EN DESACUERDO
- d) Los temas son pertinentes con tu edad, gustos, preferencias, personalidad.
TOTALMENTE DE ACUERDO DE ACUERDO PARCIALMENTE DE ACUERDO
EN DESACUERDO
- e) Los objetivos van encaminados a desarrollo de conocimiento
TOTALMENTE DE ACUERDO DE ACUERDO PARCIALMENTE DE ACUERDO
EN DESACUERDO
- f) Los objetivos van encaminados a desarrollo de competencias comunicativas
TOTALMENTE DE ACUERDO DE ACUERDO PARCIALMENTE DE
ACUERDO EN DESACUERDO
- g) Las actividades y explicaciones son relevantes y me ayudan a desenvolverme en el medio
TOTALMENTE DE ACUERDO DE ACUERDO PARCIALMENTE DE ACUERDO
EN DESACUERDO
- h) Las actividades y explicaciones en la clase en general me han ayudado a desempeñarme competentemente en la materia
TOTALMENTE DE ACUERDO DE ACUERDO PARCIALMENTE DE ACUERDO
EN DESACUERDO

18. Basada en mi experiencia en años anteriores, para aprender mejor el inglés necesito

- ☐ Actividades extras fuera de clase
- ☐ Más horas de clases
- ☐ Más explicaciones del profesor
- ☐ Más trabajo grupal en clase
- ☐ Más trabajo individual en clase
- ☐ Más uso del diccionario
- ☐ Más uso de la tecnología en clase
- ☐ Más talleres de refuerzo
- ☐ Más prácticas de diálogos
- ☐ Más lecturas
- ☐ Exámenes de cada tema
- ☐ Otra _____

19. Mi interés por la asignatura es

- ☐ MUY ALTO
- ☐ ALTO
- ☐ POCO
- ☐ BAJO
- ☐ MUY BAJO
- ☐ NINGUNO
- ☐ Depende de _____

20. Si te dan la opción de escoger los temas que vayan mas acorde al enriquecimiento de la concepción del mundo y en pro del desarrollo de tu personalidad como líder transformadora, de estos cuales te gustaría desarrollar en la clase de inglés: (puedes escoger más de uno)

- | | |
|--|---|
| <input type="checkbox"/> Toma de decisiones acertadas | <input type="checkbox"/> Conócete a ti misma |
| <input type="checkbox"/> Liderazgo y ciudadanía | <input type="checkbox"/> Eficiencia en la casa |
| <input type="checkbox"/> Crecimiento y cambio | <input type="checkbox"/> Gerencia |
| <input type="checkbox"/> Tecnología | <input type="checkbox"/> Salud mental y seguridad |
| <input type="checkbox"/> Manejo del tiempo | <input type="checkbox"/> Protección del medio ambiente |
| <input type="checkbox"/> Comida y nutrición: Estar en forma | <input type="checkbox"/> Bases de la comunicación |
| <input type="checkbox"/> Emergencia y primeros auxilios | <input type="checkbox"/> Relaciones interpersonales |
| <input type="checkbox"/> La familia y la sociedad | <input type="checkbox"/> Los miembros de mi familia y yo |
| <input type="checkbox"/> Carreras profesionales: preparándome para el futuro | <input type="checkbox"/> Economía en casa |
| <input type="checkbox"/> Manejo de mis finanzas | <input type="checkbox"/> Valores: el respeto, la tolerancia, la constancia, etc. |
| <input type="checkbox"/> Creencias espirituales | <input type="checkbox"/> Hábitos de estudio |
| <input type="checkbox"/> Pasatiempos | <input type="checkbox"/> Apariencia personal: la moda, selección de mi vestimenta, etc. |
| <input type="checkbox"/> Mi cuerpo | <input type="checkbox"/> El planeta |
| <input type="checkbox"/> Mi país | <input type="checkbox"/> Aspectos culturales de otros países |
| <input type="checkbox"/> Cocina: recetas | <input type="checkbox"/> Hablar en público |
| Other _____ | <input type="checkbox"/> Literatura: cuentos, poesía, etc. |

21. De los temas anteriormente escogidos cuales crees que sería la mejor forma de desarrollarlos

A través de:

- ☐ Charlas dirigidas por la profesora
☐ Mesas redondas
☐ Discusiones en grupo
☐ Talleres
☐ Trabajo en grupo
☐ Obras teatrales
☐ Lecturas
☐ Actividades de escucha
☐ Combinación de diferentes actividades: de escucha, habla, redacción, lectura.
☐ Trabajo autónomo
☐ Otro _____.

22. Siento que el aprendizaje de los contenidos que estas desarrollando en inglés es más significativo y se afianza mejor si

- a. Hago estudio previo de ellos
 SIEMPRE CASI SIEMPRE ALGUNAS VECES NUNCA
- b. Consulto o investigo los temas en avance
 SIEMPRE CASI SIEMPRE ALGUNAS VECES NUNCA
- c. Presto cuidadosa atención a las actividades en clases
 SIEMPRE CASI SIEMPRE ALGUNAS VECES NUNCA
- d. Estudio lo visto en clases en mi casa inmediatamente después de desarrollar los temas
 SIEMPRE CASI SIEMPRE ALGUNAS VECES NUNCA
- e. Estudio los temas solo para cuando me van a evaluar
 SIEMPRE CASI SIEMPRE ALGUNAS VECES NUNCA
- f. La profesora me explica más de una vez
 SIEMPRE CASI SIEMPRE ALGUNAS VECES NUNCA
- g. Si hago ejercicios y actividades de práctica y refuerzo
 SIEMPRE CASI SIEMPRE ALGUNAS VECES NUNCA
- h. Si participo activamente
 SIEMPRE CASI SIEMPRE ALGUNAS VECES NUNCA
- i. Sigo las instrucciones de la profesora

23. Me siento más cómoda y mi concentración es mejor si trabajo.

- En el salón de clases SIEMPRE CASI SIEMPRE ALGUNAS VECES NUNCA
- En el aula de nuevas tecnologías SIEMPRE CASI SIEMPRE ALGUNAS VECES NUNCA
- En el comedor SIEMPRE CASI SIEMPRE ALGUNAS VECES NUNCA
- En cualquier sitio fuera del salón SIEMPRE CASI SIEMPRE ALGUNAS VECES NUNCA
- En salidas de campo SIEMPRE CASI SIEMPRE ALGUNAS VECES NUNCA

24. Mis resultados en las evaluaciones son mejores si...

a. Son orales en entrevistas con mi profesora

SIEMPRE CASI SIEMPRE ALGUNAS VECES NUNCA

b. Si son orales en interacción con una compañera

SIEMPRE CASI SIEMPRE ALGUNAS VECES NUNCA

c. Si son exposiciones orales (monólogos, presentaciones, etc.)

SIEMPRE CASI SIEMPRE ALGUNAS VECES NUNCA

d. si son escritas evaluando temas de unidad

SIEMPRE CASI SIEMPRE ALGUNAS VECES NUNCA

e. Si son escritas evaluando temas particulares

SIEMPRE CASI SIEMPRE ALGUNAS VECES NUNCA

f. Si son temas gramaticales

SIEMPRE CASI SIEMPRE ALGUNAS VECES NUNCA

g. Si son temas de comprensión de lectura

SIEMPRE CASI SIEMPRE ALGUNAS VECES NUNCA

h. Si son de desarrollo o proceso (respuestas libres)

SIEMPRE CASI SIEMPRE ALGUNAS VECES NUNCA

i. Si es a través de la observación constante de mi desempeño

SIEMPRE CASI SIEMPRE ALGUNAS VECES NUNCA

J, Sin son tipo ICFES

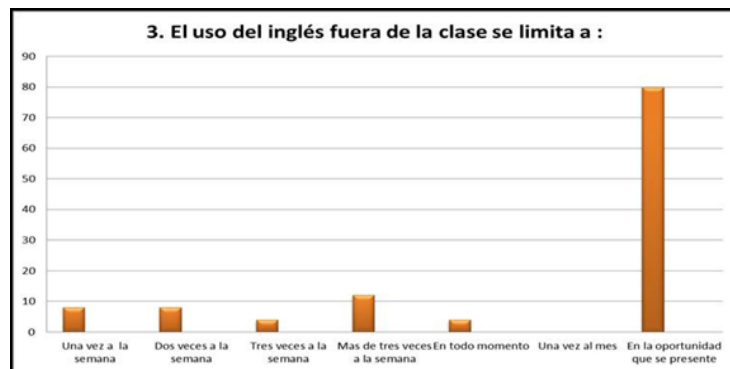
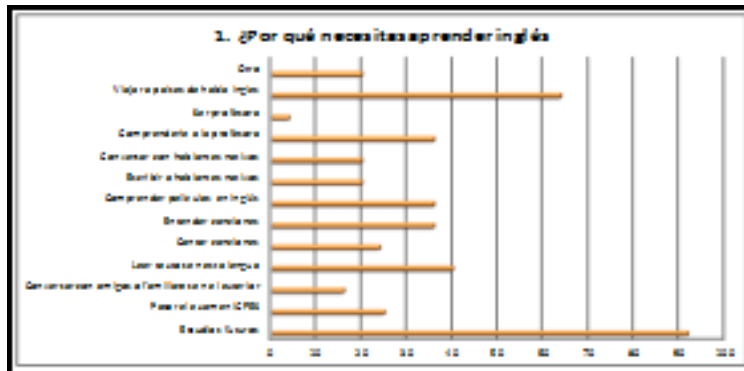
SIEMPRE CASI SIEMPRE ALGUNAS VECES NUNCA

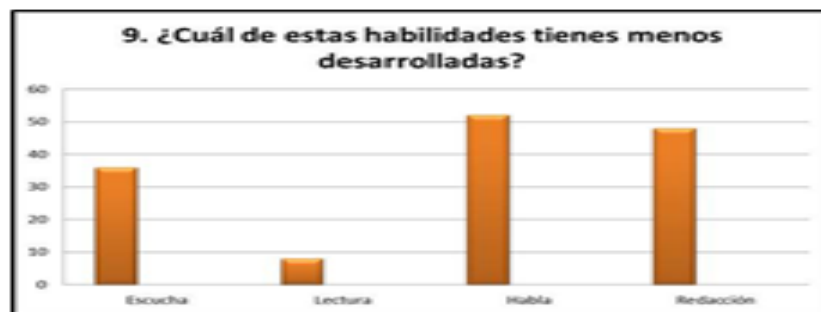
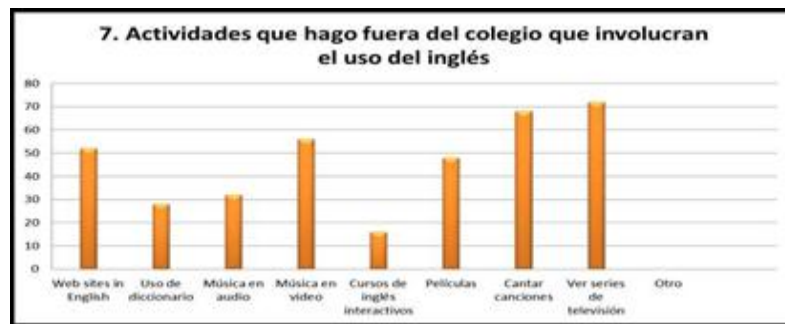
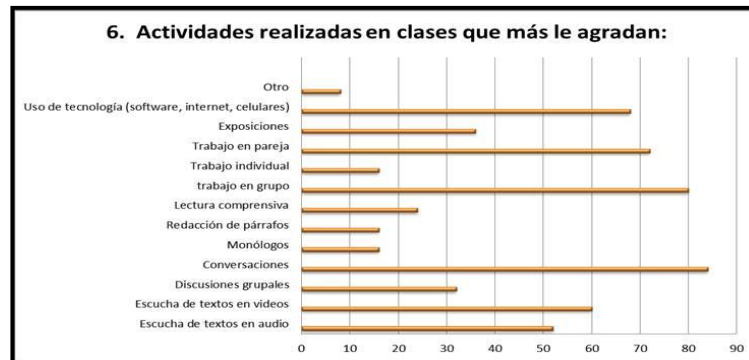
25. En cuatro o cinco líneas responde ¿cómo te gustaría que fueran tus clases de inglés?

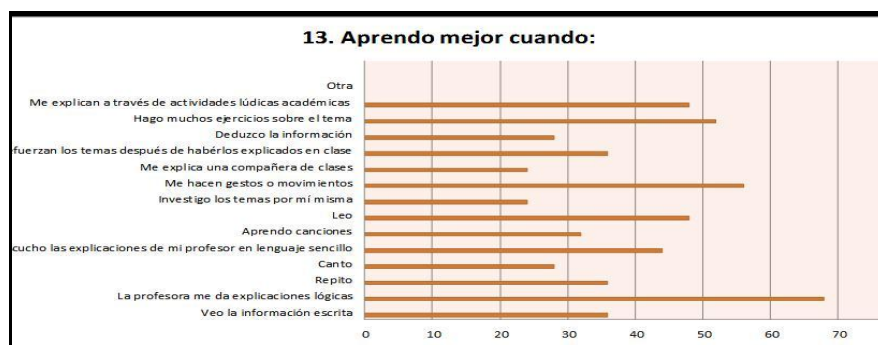
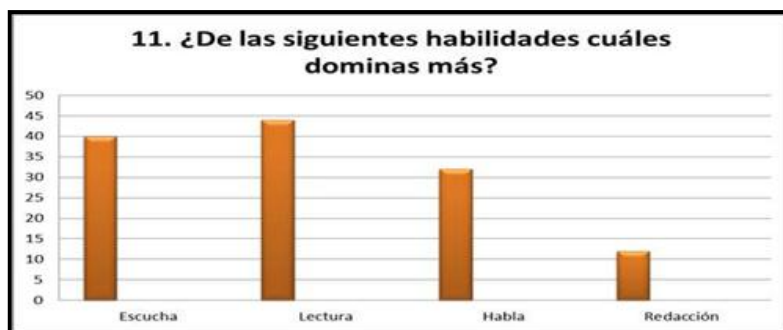
Gracias por completar el anterior cuestionario.

Appendix C

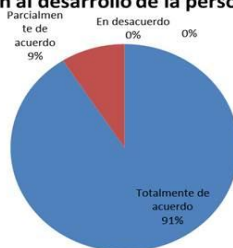
Graphs for information collected from Questionnaire 2







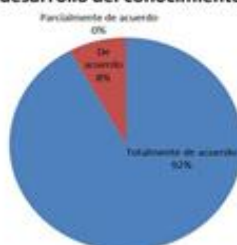
16. Te gustaría que los temas tratados en clase te ayuden al desarrollo de la personalidad



17. Deseas que los contenidos y objetivos de la clase de inglés vayan entrelazados con los contenidos tratados en otras áreas



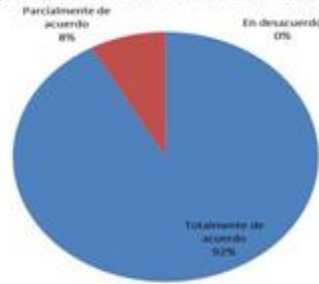
19. ¿Te gustaría que los objetivos vayan encaminados al desarrollo del conocimiento?



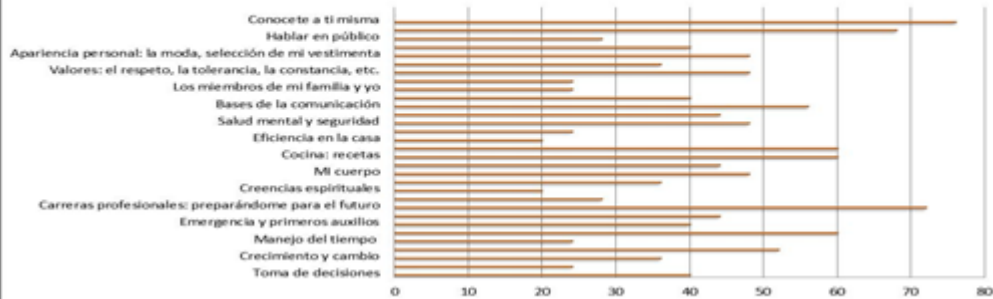
20. Me gustaría que los objetivos vayan encaminados a desarrollar competencias comunicativas



21. Desearía que las actividades y explicaciones me ayuden a desenvolverme en el medio.



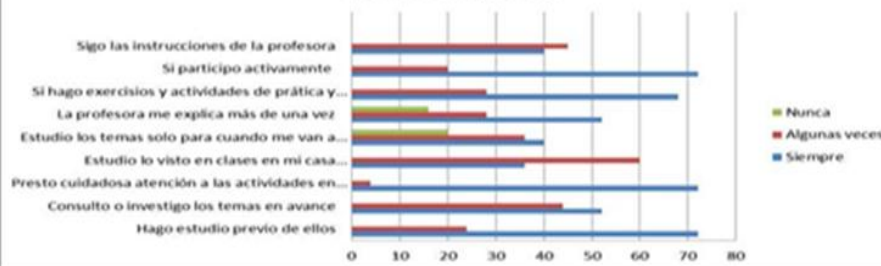
24. Los temas que me gustaría desarrollar en clase que vayan acorde don el enriquecimiento de mi concepción del mundo y en pro del desarrollo de mi personalidad como líder transformadora:



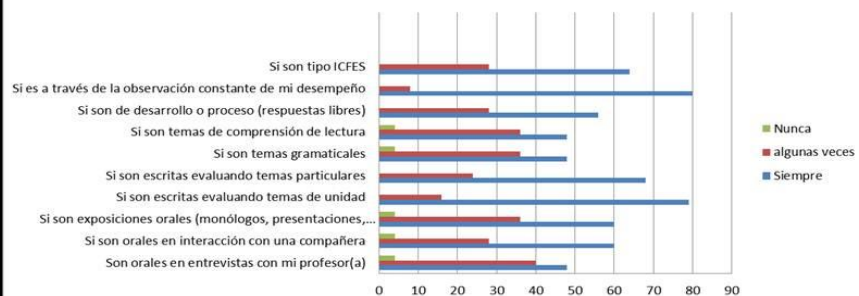
25. De los temas escogidos creo que la mejor forma de desarrollarlos sería a través de



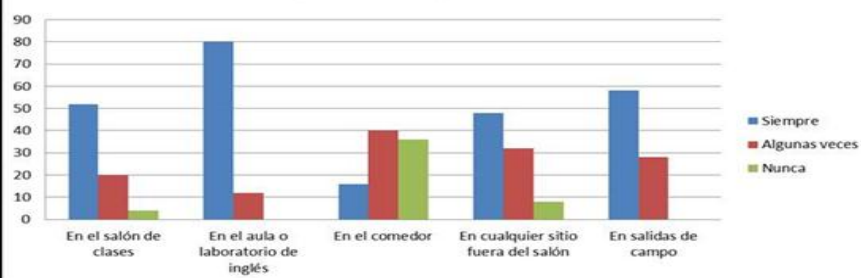
26. Siento que el aprendizaje de los contenidos desarrollados en inglés es más significativo y se afianza mejor si:



28. Mis resultados en las evaluaciones son mejores si



27. Me siento más cómoda y mi concentración es mejor si trabajo:



Appendix D
TRANSCRIPTS : Interview 1. Principal. Context analysis.

TURN	PARTICIPANT	PARTICIPATION	CATEGORIES
1	E	Buenos días. Hoy es septiembre 12 de 2010. Esta entrevista se hace con el fin de recoger información para diseño del plan de curso de 10 th nivel 3. ¿Cuál es su nombre completo y su cargo en la Institución Educativa Sofia Camargo de Lleras?	
2	P	Arinda de Cure. Soy la rectora del Colegio jornada mañana y tarde.	
3	E	¿Podría decirnos por qué considera usted que las estudiantes deben aprender inglés?	
4	P	Bueno ----- <u>hoy en día por esta globalización es necesario que todas las estudiantes incluyendo nuestras alumnas estén preparadas para el futuro. Y una de las exigencia del mundo laboral es saber una lengua extranjera. ----- sobre todo el inglés.</u> Aquí en el colegio eh ----- se le ha dado una alta importancia al manejo del ingles. De hecho hemos siempre luchado con secretaria de educación para que tengamos un profesor de inglés en la primaria y hasta el momento desde hace tres años lo hemos podido sostener. Hemos sido colegio piloto en la enseñanza, perdón... enseñanza del inglés a nivel distrital y en nuestras pruebas ICFES siempre inglés ha estado dentro de una de las más altas en los resultados. Además, ella necesitan el inglés en su vida universitaria, creo que todas las universidades piden un nivel de inglés para ingreso y muchas de esta niñas es necesario que se les desarrolle habilidades para hablarlo ya que muchas no tienen los medios económicos para estudiar en un instituto de inglés.	Target needs. English for the future. Develop English skills
5	E	¿Qué habilidades entonces cree usted que se deben enfatizar en la institución para que ellas mejoren eso?	

6	P	<u>Es necesario que aprendan a hablarlo, a escribirlo muy bien, se hace necesario que desarrollen comprensión lectora. El colegio enfatiza en esta comprensión inclusive desde el inglés en le cual se han hecho muchas estrategias para desarrollar esta habilidad.</u> Ellas leen libros de literatura que el colegio les presta. Pero me parece que hablar, que es una de las habilidades más difíciles al igual que la escritura, las niñas necesitan enfatizarlo más ya que yo siempre recuerdo un profesor de la universidad que nos decía puedes escribir bien bonito y muy bien, puedes comprender todo lo que lees o te digan pero si no hablas el inglés es como si no supieras.	Develop speaking skills Focus on speaking skills and writing skills.
7	E	De acuerdo a esto que usted expone, considera que las niñas deben enfatizar en el habla y la escritura?	
8	P	Bueno, si sin olvidar las otras. Se deben integrar al momento de enseñarlas.	Focusing on speaking but integrating other skills
19	E	¿Cómo cree usted que la alumna aprende mejor el inglés?	
10	P	Considero que debe haber un compromiso del profesor por su enseñanza, las buenas estrategias metodológicas del profesor pueden ser efectivas para que una alumna aprenda el idioma. Además que ayuda que se cuentas con un laboratorio de ingles, como lo tenemos aquí, grabadoras, y todos los recursos necesarios para que el profesor se ayude en el desarrollo de las clases o de los temas a enseñar.	Effective teaching methods Technological resources
11	E	De acuerdo a nuestro enfoque de escuela transformadora ¿qué temas desde las clases de inglés pueden desarrollarse para contribuir a la formación integral de las estudiantes y su desarrollo en las dimensiones del ser humano?	
12	P	Bueno, <u>nuestro enfoque filosófico y metodológico exige el desarrollo de</u>	Institutional purpose

		<u>competencias comunicativas como una de las dimensiones del ser humano. Además, las otras dimensiones del ser humano tales como: cognitivo, antropológico, axiológico, físico, espiritual etc. Estos temas creo, tu sabrás más de eso, que pueden ser temas que la ayuden a reflexionar sobre sus conexiones con la vida, el mundo, la sociedad para hacerla mas sensible, más tolerante, una alumna que este preparada para solucionar problemas que se convierta en ser líder del ambiente que le rodea y pueda transformar su realidad positivamente, claro.</u>	Pedagogical approach
13	E	¿Podría nombrar temas específicos?	
14	P	<u>los valores, sensibilización sobre ellas mismas que la ayuden a desarrollar su personalidad y las haga crecer como ser humano.</u>	Content: Personal development topics
15	E	¿Cómo cree que debe estructurarse el programa de inglés?	
16	P	<u>Indudablemente, desde preescolar, se debe desarrollar temas que continúen hasta el bachillerato once, para afianzarlos. Debe desarrollarse contenidos, temas que le permitan desarrollarle el habla, la escritura, que puedan leer textos sobre cualquier área biología, sociales, historia, cultura, entre muchos que ellas ven en las universidades.</u>	Content based topics
17	E	Bueno, profesora gracias por su colaboración.	
19	P	Siempre a la orden.	

Appendix E
TRANSCRIPTS: Interview 2. Coordinator. Context analysis.

TURN	PARTICIPANT	PARTICIPATION	CATEGORIES
1	E	Bueno, la entrevista es con el fin de recoger información para la investigación Universidad del Norte. ----- ¿Cómo es su nombre completo?	
2	C	Jorge Eliecer Ortiz Jiménez.	
3	E	¿Cargo que tiene en la institución?	
4	C	Coordinador	
5	E	Profe, te voy a hacer unas preguntas relacionadas con el inglés que es la -el área que está en investigación. ¿Por qué cree usted que es importante el estudio del inglés para las estudiantes del Sofía?	
6	C	<u>Primero que las proyecta a ----- una capacitación ----- de ellas para que ingresen --- las que optan por la vida universitaria llevar una mejor preparación lo cual les va a dar una mayor visión en su futuro como universitarias. Las que no optan por la vida universitaria sino por el trabajo, ¿si? tienen una mayor proyección por cuanto esto le va a brindar mayores oportunidades; por cuanto se pueden desempeñar en diferentes cargos tan es así que muchas de las estudiantes que salen de nuestra institución (eeeh) hoy están ocupando cargos a pesar de que no han ido a instituciones – a institutos-especializados (eeh) se pueden desempeñar en el campo laboral a la altura de las circunstancias.</u>	Future studies. Target needs.
7	E	De acuerdo a esto, a estas necesidades que usted expone, ¿Qué habilidades entonces cree usted que se deben enfatizar en la institución para que ellas mejoren eso?	
8	C	Bueno, yo pienso que el proyecto que nosotros tenemos aquí de los niveles, de los niveles, ha dado muy buenos resultados por cuanto las niñas que se encuentran en el nivel alto son niñas que se desempeñan excelente. Que no tienen	Satisfaction Communicative competence achieved

		que envidiarle nada a ninguna niña de los llamados colegios privados ¿si? Son niñas que salen con una competencia en el idioma extranjero únicas. Muy positivo esta parte. En que se debe enfatizar bueno en seguir trabajando en la organización de estos niveles y hacer una mayor <u>profundización</u> y para esto obviamente <u>se debe tener el recurso humano que es lo importante tanto a nivel de docentes</u> como de niñas	
19	E	Bueno, dentro de estas habilidades existe la lectura, escritura, de habla de escucha, ¿Cuales de esas cuatro crees que es más importante para las estudiantes?	
10	C	Tu me decías que la lectura,	
11	E	la lectura, la escritura	
12	C	La escritura!!?	
13	E	Habla	
14	C	El habla!??	
15	E	El hablar y el escucha	
16	C	<u>Yo pienso que las cuatro habilidades se complementan, las cuatro se complementan. Si porque ----- una niña debe hablarlo debe escribirlo y también obviamente para hablarlo y escribirlo hay que incen ..incentivarle la parte de la escucha y la lectura. Las cuatro para mi son fundamentales.</u>	Skilled based Speaking and Writing skill
17	E	¿De acuerdo a nuestro enfoque de escuela transformadora que temas sugeriría usted para desarrollarse en ingles que contribuyeran a la formación integral de las estudiantes y su desarrollo en las dimensiones del ser humano?	
19	C	Bueno <u>yo pienso que esta escuela transformadora como su nombre lo indica es provocar una transformación en el niño -en el joven- para que a partir de esa transformación desde lo cognitivo desde lo comportamental, desde lo actitudinal la</u> niña sea consciente de su responsabilidad, ¿si? Y pueda ser gestora de su propia historia ¿si? Ya sea como decía ahorita que se vaya por el lado de la vida	Institutional demand Cognitive strategies Target need. University studies Working life

		universitaria claro y eso dependiendo mucho de sus capacidades económicas o que ingrese al mercado laboral ¿sí? y entonces yo creo que hay que mentalizar mucho en la parte humanística de la niña que la niña se sensibilice que la niña (eeeh) <u>entienda que el aprender inglés es una necesidad y que a través del inglés ella puede mejorar sus condiciones de vida no solamente la parte laboral si no en la parte universitaria su capacitación sea la --- digamos la-la- profesión que ella opte a nivel universitario.</u>	
20	E	¿En su experiencia como coordinador como cree usted que la alumna aprende mejor un idioma extranjero, el inglés?	
21	C	Bueno	
22	E	De su experiencia, de la niña	
23	C	Primero tiene que haber unas condiciones <u>unas condiciones y unos factores y actores que intervienen en eso. Obviamente debe haber (eeh) una excelente o un excelente profesor de ingles contar con los medios logístico necesarios para que esa niña se desenvuelva en forma óptima en este campo. ¿verda?</u> Porque para nadie es un secreto: nadie da lo que no tiene. Si no tiene un excelente profesor de inglés que las oriente que van a prender en forma óptima imposible. Ahora si la niña cuenta con un laboratorio de ingles, cuenta con una un buen programa de ingles obviamente que los resultados van a ser óptimos van a ser los mejores y esto obviamente, obviamente se va reflejar en los resultados de las pruebas nacionales, las pruebas ICFES, y en las competencias laborales en que la niña va actuar	Awareness of resources to teach Awareness of an effective program
24	E	Cuando usted menciona lo del programa, ¿Cómo cree que debe ser la estructuración de un programa de inglés?	
25	C	Bueno yo pienso que la estructuración de un programa de inglés tiene que hacerse desde los primeros años de vida	Coherence of program

		<p>estudiantil es decir desde el preescolar ¿si? <u>Se debe estructurar un programa ¿si?</u> <u>Que se vaya cada vez, que se va</u> <u>avanzando en la etapa escolar y se vaya</u> <u>profundizando un poco más verdad de tal</u> <u>manera que cuando ese muchacho, esa</u> <u>niña, ese joven salga ya salga con unas</u> <u>competencias en esta área que sean</u> <u>bastante fuertes.</u> Entonces, ahí es donde se empieza a gestar desde el preescolar hasta el grado 11.</p>	
26	E	Bueno, muchas gracias, profesor.	

Appendix F
TRANSCRIPT: Interview 3. Students. Context analysis.

TURN	PARTICIPANT	PARTICIPATION	CATEGORIES
1	E	Buenas tarde estudiantes, estamos haciendo esta entrevista con el fin de ampliar cierta información recogida de la encuesta que hicieron. Por favor la que desea responde levante la mano por cuestiones de organización. ¿Qué habilidades quieren o necesitan aprender o afianzar en inglés?	
2	D	<u>Yo creo que la mayoría piensa que necesitamos es hablarlo, Por que si no lo hablas como te comunicas como sabes que sabes inglés.</u>	Learning needs: speaking skill Awareness of speaking over other skills
3	T	<u>Si mi compañera, tiene razón, yo quisiera hablar el inglés así de manera natural como uno habla el español</u>	Learning needs: speaking skills Fluency
4	M	bueno no tan perfecto.	
5	K	<u>Bueno no tan perfecto pero a veces por ejemplo yo se las palabras pero cuando quiero hablar se me hace un envolate aquí en la lengua y lo que estoy pensando no lo puedo decir bien, me equivoco entonces cuando usted, o la profesora me dice como se dice, yo pienso oye y sabía que eso lo podía decir pero no se me viene a la mente en el momento.</u>	Awareness of disfluency.
6	S	Además, uno ha aprendido o aprendió en los años anteriores bastante vocabulario y los temas y como se llama, las formulas este...	
7	E	la gramática. ¿reglas gramaticales?	
8	P	Ah ha eso pero, uno no se acuerda en el momento en el que habla. Uno las aprendió como se hace el presente, pasado y otros desde que estaba en 6 y los ha repetido pero no se acuerda en el momento de hablar.	Awareness of disfluency
19	E	Quieres decir algo?	
10	P	<u>Yo quisiera hablarlo así como en la películas aunque uno tenga acento como la La Toti, ella habla , o así como usted,</u>	Speaking skill: fluency

		<u>no tan bien, pero que puedan los demás entenderlo o entenderme sin recurrir al español.</u>	
11	M	<u>si exacto, asi hablarlo sin problemas de comunicaci3n que, que todo te salga facilito.</u>	Communication breakdown Fluency
12	D	Si, as3 sin problema.	
13	E	¿nada mas quieren enfatizar en su habla?	
14	T	yo creo que a escribirlo tambi3n, porque por ejemplo nosotros escribimos asi como es en el espa3ol y eso no esta bien los profes nos dicen que asi no se escribe, entonces no se entiende lo que se escribe	Learning needs: writing skills Awareness of way of writing
15	E	¿Por qu3 necesitan reforzar la redacci3n o escritura en ingl3s?	
16	M	Por ejemplo yo tengo dos amigos en internet y saben ingles a veces lo hago en ingl3s y el me dice que asi no se dice ciertas cosas que no me entiende yo tengo que preguntarle a veces a mi mama que sabe ingles o a mi profesora como se dice tal cosa o como se escribe y muchas veces yo no se qu3 se escribe as3, este....	Usage of English Awareness of weakness
17	E	Adem3s en los ex3menes escritos en la parte de escogencia no tenemos problemas pero cuando nos mandan a escribir p3rrafos no sabemos o tenemos muchos errores.	Multifple choice exam success
19	D	y tenemos que saber escribir bien porque vamos a estar a cargo de escribir los art3culos de la revista de ingles que tiene el colegio. Cierta?	Target needs
		¿C3mo sienten ustedes que aprenden mejor?	
20	T	<u>yo aprendo mejor cuando la profe me explica de manera l3gica, por ejemplo cuando hace aclaraciones sobre un tema, y me dice esto sale de aqu3 o de all3, adem3s cuando practico bastante con mis compa3eras. Sobre todo cuando una sabe m3s que yo. Como ella, cuando ella practica conmigo y se lo hago mal me corrige y me explica como se debe hacer. As3 siento que no se me olvida.</u>	Way of learning logical way of learning collaborative work meaningful learning long life learning competence

21	E	Si dime?	
22	K	<u>Siento que aprendo cuando la profesora me explica los temas de una manera detallada. Y también con mis compañeras, cuando trabajo en parejas.</u>	Collaboration
23	E	¿Qué temas creen que deberías tratar en las clases de inglés que las ayudarían a su formación integral como ser humano?	
24	K	Me gusta que los temas traten sobre nosotros, <u>sobre lo que nos ayuda a ser mejores personas a conocernos a nosotras mismas. Como las clases que mas nos gusta es la de ética, por ejemplo o religión que tratan temas que te ayudan a crecer como persona.</u>	Content: Personal development topics
25	E	¿Cómo les gustaría que les evaluarán estos temas?	
26	D	La verdad que nos gusta que nos evalúen diaria, por ejemplo las participaciones, las actividades que hacemos cada día. Algunas veces con exámenes pero que sean iguales a como hacemos las actividades en clase: por ejemplo si practicamos con una compañera en una entrevista que sea si el examen.	Evaluation: Continuum process Daily participation Coherence in way of evaluation
27	T	Si, que sea una evaluación continua, y no al final cuando uno se estresa más y entra todo. Es mejor que se evalúe todo el trabajo diario de clase.	
28	E	Bueno creo que ya, muchas gracias	

Appendix G

National standards of English

El conjunto de saberes, conocimientos, destrezas y características individuales que permite a una persona realizar acciones en un contexto determinado es lo que define las **competencias**. En el caso del inglés se espera desarrollar la **competencia comunicativa**.

Developing communicative competence: oral communication competence.

flexible, que se actualiza en contextos significativos y que supone la capacidad para usar los conocimientos acerca de la lengua en diversas situaciones, tanto dentro como fuera de la vida escolar. Por esta razón, la propuesta abarca también el desarrollo de habilidades y saberes que se relacionan con las dimensiones ética, estética, social y cultural de la lengua que se aprende. Más allá del conocimiento de un código aislado, es importante ofrecer a los niños, las niñas y los

Life long learning competence.

Develop cognitive and socio affective strategies

- *Conocimiento personal.* Abarca la suma de las características individuales, los rasgos y las actitudes que conforman la personalidad y que influyen en la imagen que tenemos sobre nosotros mismos y sobre los demás. Así mismo, se refiere a la voluntad de entablar relaciones con otras personas e incluye, por lo tanto, motivaciones, actitudes, valores, creencias y factores de perso-

Foster personal development

Ministerio de Educación Nacional (2006:P. 11)

- *Habilidad para aprender.* Se concibe como la predisposición o la habilidad para descubrir lo que es diferente, bien sea que se trate de otra lengua o cultura, de otras personas o de nuevas áreas de conocimiento. Incluye también la conciencia sobre cómo funcionan la lengua y la comunicación, las habilidades de estudio y las **estrategias heurísticas**.

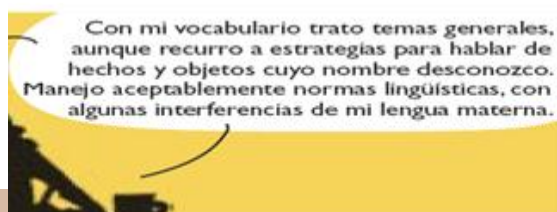
Developing cognitive strategies
Content based instruction

- *Conocimientos declarativos.* Son los derivados, por una parte de la experiencia y, por otra, del aprendizaje formal, es decir, de los conocimientos académicos. A ellos se suma lo que podría

Content based instruction or Content and Language integrated learning.



Building speaking skills to get fluency.



Comprendo textos de diferentes tipos y fuentes sobre temas de interés general y académico. Selecciono y aplico estrategias de lectura apropiadas para el texto y la tarea.

CLIL teaching strategies: Reading texts to get knowledge and developing strategic competence, cognitive strategies for speaking.

Conversación

- Participo espontáneamente en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo. 1, 2
- Respondo preguntas teniendo en cuenta a mi interlocutor y el contexto. 1, 2
- Utilizo una pronunciación inteligible para lograr una comunicación efectiva. 1, 3
- Uso mis conocimientos previos para participar en una conversación.
- Describo en forma oral mis ambiciones, sueños y esperanzas utilizando un lenguaje claro y sencillo. 1, 2
- Uso lenguaje funcional para discutir alternativas, hacer recomendaciones y negociar acuerdos en debates

Building speaking skills, and developing strategic competence, cognitive and socio affective strategies for speaking

Building speaking skills to get fluency.

- En los últimos grados se busca fortalecer el dominio de funciones analíticas y argumentativas, aunque no con el mismo nivel de su lengua materna.

CLIL Methodology: Projects, analyze problematic situations

Appendix H

IED Sofia Camargo de Lleras Mission and vision

El Sofía Camargo de Lleras, es una institución educativa oficial, patrimonio de la sociedad Barranquillera, que ofrece la formación integral de niñas y jóvenes en los niveles de preescolar, básica y media académica, con profundización en ciencias naturales, matemáticas, acciones comunicativas y con alianzas Institucionales.

También propicia el fomento y desarrollo de las competencias básicas y específicas para la aprobación de saberes, el fortalecimiento de las actitudes artísticas y deportivas.

Todo ello fundamentado en una profunda orientación con base en los lineamientos propuestos en los principios de calidad del Modelo E.F.Q.M. y la Escuela Transformadora por lo que la I.E. forma líderes que desde el Saber hasta el Saber Hacer, desarrolla sus capacidades de sentir y pensar para que actúen a la luz de una propuesta holística e integral como seres transformadores de su realidad sociocultural.

Communicative
competence

Cognitive strategies.

Declarative and
procedural
knowledge.

Cognitive skills

Al finalizar el año 2013, la Institución Educativa espera estar posicionada como generadora de nuevas prácticas pedagógicas y nuevas formas de aprendizaje, fundamentadas en los principios de calidad y de mejora continua que proyecten a nuestras egresadas como personas autónomas, competentes, dotadas de valores éticos, morales y espirituales. (IED Sofia Camargo de Lleras, PEI 2007-2012).

Content and Language
integrated learning approach

ESP course design

Appendix I

IED Sofia Camargo de Lleras Evaluation Criteria

LA EVALUACIÓN DE LOS APRENDIZAJES

En nuestra institución, la evaluación integral del aprendizaje se lleva a cabo desde la perspectiva de la Escuela Transformadora, en la que el concepto de contenidos tiene una concepción muy amplia que incluye todo lo que la educanda debe aprender en la escuela en relación con los aspectos de su formación: **aprender a ser, aprender a sentir, aprender a actuar, aprender a vivir, aprender a convivir**. Se considera que la evaluación es un proceso planeado, continuo, permanente, integral, formativo y sistemático. Se da en una forma cualitativa y cuantitativa. El proceso de evaluación y promoción comprende la búsqueda y obtención de información de diversas fuentes acerca de la calidad del desempeño, avances, rendimiento o logros de las educandas y de la calidad de los procesos, procedimientos y estrategias empleadas por los educadores, padres de familia, y / o acudientes, comunidad educativa en general, teniendo en cuenta la organización y análisis de la información a manera de diagnóstico, la determinación de su importancia y pertinencia, **de conformidad con los objetivos de formación que se espera alcanzar**, todo con el fin de tomar decisiones que orienten y aseguren el aprendizaje de las educandas y los esfuerzos de la gestión de los educadores y directivos.

Se supone que todo lo que puede ser aprendido en la escuela, puede ser enseñado intencionalmente. Para alcanzar este objetivo se trabaja con tres tipos de contenidos: **contenidos cognitivos conceptuales, contenidos procedimentales y contenidos actitudinales**.

Declarative and procedural knowledge

CONTENIDOS COGNITIVOS		DESEMPEÑO COGNITIVO
Incluyen el saber qué y el saber por qué.		Este desempeño tiene en cuenta datos, conceptos, principios, fórmulas y teorías (Saber – saber)
CONTENIDOS PROCEDIMENTALES		DESEMPEÑO PROCEDIMENTAL
Incluyen técnicas, métodos, operaciones, estrategias, destrezas, habilidades, es decir, acciones de tipo psicomotor y cognitivo que las educandas deben desarrollar.		Este desempeño tiene en cuenta cómo las educandas aplican el conocimiento en diversos contextos: análisis de un texto, resolución de un problema, localización en un mapa, diseño de figuras geométricas, aplicación de fórmulas, elaboración de diapositivas, etc. (Saber – hacer)
CONTENIDOS ACTITUDINALES		DESEMPEÑO ACTITUDINAL
Tienen como fuente las diversas manifestaciones de la vida socio-cultural. Comprenden normas, valores, hábitos.		Este desempeño tiene en cuenta qué tanto el aprendizaje lleva a un cambio de actitud. También se tiene en cuenta el respeto hacia el evento pedagógico, su responsabilidad frente a trabajos y talleres, la puntualidad, etc. (Saber – ser)

En nuestro Sistema Institucional de Evaluación (SIE), los desempeños tendrán la siguiente valoración

Desempeño cognitivo	Desempeño procedimental	Desempeño actitudinal
40 %	40 %	20 %

Appendix J

Document analysis result

ANALYSIS	DOCUMENT EXCERPT	
Interpretation of the information found under a category relevant to this study	National	
	-Guía N° 22: estándares básicos de competencia en lengua extranjera (Ministerio de Educación Nacional, 2006) Appendix H -Lineamientos curriculares en lenguas Extranjeras (Ministerio de Educación Nacional, 1999)	
Institutional		Mission statement excerpt (Appendix D)
Develop communicative competence.	<p>El conjunto de saberes, conocimientos, destrezas y características individuales que permite a una persona realizar acciones en un contexto determinado es el que define las competencias. En el caso del inglés se espera desarrollar la competencia comunicativa (Ministerio de Educación, 2006, p. 11). Standard general 10° y 11°</p> <p>Participo en conversaciones en las que puedo explicar mis opiniones o ideas sobre temas generales y abstractos. Además, puedo iniciar un tema de conversación y mantener la atención de mis interlocutores; cuando hablo, mi discurso es sencillo y coherente. (Ministerio de Educación, 2006, p. 26).</p> <p>Además de todas las oportunidades que se abren con el manejo de una lengua extranjera, el inglés se ha convertido en una herramienta muy importante para la educación porque es la lengua internacional más difundida, permite el acceso a becas pasantías en el exterior, ofrece mayores oportunidades laborales. Mejora la capacidad entablar relaciones con otra persona y desenvolverse en situaciones nuevas. (Ministerio de Educación, 2006, p. 8).</p>	
Declarative and procedural knowledge.	<p>La competencia comunicativa no se puede trabajar aisladamente pues implica un saber/hacer flexible, que se actualice en contextos significativos y que supone la capacidad para usar los conocimientos acerca de la lengua en diversas situaciones tanto dentro como fuera de la vida escolar. Por esta razón, la propuesta abarca también el desarrollo de habilidades y saberes que relacionan con las dimensiones ética, estética, social y cultural de la lengua que se aprende (Ministerio de Educación, 2006, p. 12).</p>	
Cognitive and socio affective skills.	<p>Estándar general 10° y 11°: Con mi vocabulario trato temas generales aunque</p>	
	<p>la I.E. forma líderes que desde el Saber hasta el Saber Hacer, desarrolla sus capacidades de sentir y pensar</p>	

recurso a estrategias para hablar de hechos y objetos cuyo nombre desconozco. Manejo aceptablemente normas lingüísticas, con algunas interferencias de mi lengua materna.

Comprendo texto de diferentes tipos y fuentes sobre temas de mi interés general y académico (Ministerio de Educación, 2006, p. 27).

		Vision statement excerpt (Appendix J)
Course program/needs analysis process: syllabus shape:	En la escuela Secundaria y en la Media, la enseñanza del inglés cuenta con un promedio de dos a cuatro horas semanales. Esta intensidad horaria permite alcanzar los estándares y, por ello, es crucial aprovechar al máximo el tiempo de clase <u>proponiendo actividades pedagógicas adecuadas y valiéndose de múltiples recursos que respondan a las necesidades de los estudiantes y a los objetivos propuestos por los docentes.</u> Así mismo, recomendamos explorar todas las posibilidades que ofrece el mundo de hoy, utilizando los medios de comunicación, la música y el internet, entre otros, que resultan tan cercanos a la población más joven (Ministerio de Educación, 2006, p. 31).	Al finalizar el año 2013, la Institución Educativa espera estar posicionada como generadora de nuevas prácticas pedagógicas y nuevas formas de aprendizaje, fundamentadas en los principios de calidad y de mejora continua
The syllabus generated from the needs analysis process that led to the ESP course program is going to become a new practice at the school. This is the first time it will be done at the school. Besides, the program will be piloted and evaluated in order to be adapted for the whole curriculum. This means by 2013, this will be a new practice at school.	En este sentido y siguiendo la línea de Triall (1995) el <u>proceso de evaluación comprende cuatro fases claramente definidas e interdependientes y en él la cualidad de una afecta la cualidad de la otras: formulación de logros esperados de aprendizaje, diseño de un plan o programa, valoración a partir de indicadores de logros y evaluación con base en los logros alcanzados. El óptimo desarrollo de estas fases depende del dominio de unos saberes específicos por parte del docente en cuanto a: el estudiante, la teoría de aprendizaje de la lengua, y el dominio del código en sí; el proceso de aprendizaje y su constancia aprendizaje para enseñar</u> (Ministerio de Educación, 1999, p. 39).	
		Evaluación de los aprendizajes excerpt (Appendix K)
Evaluation: -Continuum process: an everyday observation of the students' performance.	Orientar las estrategias pedagógicas y curriculares de tal manera que se supere la práctica de la evaluación como una actividad más que se efectúa al final de una unidad o de un periodo académico (Ministerio de Educación, 1999, p. 41).	Se considera que la evaluación es un proceso planeado, continuo, permanente, integral, formativo y sistemático.
-Assess declarative and procedural knowledge. -meaningful evaluation -assessing objectives	Las nuevas tendencias en el proceso de evaluación hacen reflexionar en torno a cambios tales como: Construcción activa del significado, evaluación	El proceso de evaluación y promoción comprende la búsqueda y obtención de

	integrada, pertinente y significativa para los estudiantes, evaluación integrada y multidisciplinaria, e importancia de la construcción de los saberes y su aplicación (Ministerio de Educación, 1999, p. 42).	información de diversas fuentes acerca de la calidad del desempeño, avances, rendimiento o logros de las educandas y de la calidad de los procesos, procedimientos y estrategias empleadas por los educadores.
Content:	Conocimiento personal: abarca la suma de las características individuales, los rasgos y las actitudes que conforman la personalidad y que influyen en la imagen que tenemos sobre nosotros mismos y sobre los demás. Así mismo, se refiere a la voluntad de entablar relaciones con otras personas e incluye, por lo tanto motivaciones, actitudes, valores, creencias y factores de personalidad, entre otros (Ministerio de Educación, 2006, p. 13).	Se supone que todo lo que puede ser aprendido en la escuela, puede ser enseñado intencionalmente. Para alcanzar este objetivo se trabaja con tres tipos de contenidos: contenidos cognitivos conceptuales, contenidos procedimentales y contenidos actitudinales.
Personal development		
Declarative knowledge		
Procedural knowledge		
Content based topics		
	<p>Conocimientos declarativos. Son los derivados, por una parte de la experiencia y, por otra, del aprendizaje formal, es decir, de los conocimientos académicos. A ellos se suma lo que podría llamarse el “conocimiento del mundo que incluye valores y las creencias compartidas (Ministerio de Educación, 2006, p. 12).</p> <p>Habilidad para aprender. Se concibe como la predisposición o la habilidad para descubrir lo que es diferente, bien sea que se trate de otra lengua o cultura o de otras personas o de nuevas áreas del conocimiento. Incluye también la conciencia sobre cómo funcionan la lengua y la comunicación, las habilidades de estudio y las estrategias heurísticas (Ministerio de Educación, 2006, p. 39).</p>	
Strategies:	Enseñanza explícita de estrategias. Los estudiantes también se benefician de estrategias específicas que pueden incrementar su desempeño en tareas académicas (Ministerio de Educación, 1999, p. 41).	La educanda debe aprender en la escuela en relación con los aspectos de su formación: aprender a ser, aprender a sentir, aprender a actuar, aprender a vivir, aprender a convivir.
Direct learning strategies:		
Cognitive strategies		
Socio affective strategies		
Content language integrated learning approach.	En una lección de la lengua extranjera se centra en el contenido, el docente selecciona cuidadosamente algunos conceptos del currículo general que son claramente definidos y que no requieren mucho conocimiento de vocabulario. Entonces el docente considera las habilidades lingüísticas académicas y cognitivas requeridas por los alumnos para lograr éxito en la sesión. Este tipo de instrucción permite que el docente de lengua extranjera pueda enfocar las necesidades académicas y las habilidades de pensamiento crítico a la vez que enfoca las	
Resources		

necesidades lingüísticas. Además provee muchos más contextos para comunicarse entre los alumnos que no serían posibles si la lengua extranjera se enseña como área aparte en el currículo de la escuela (Ministerio de Educación, 1999, p. 35).

Durante el aprendizaje formal en clase y el ambiente tecnológico de aprendizaje, la atención debe centrarse en actividades cotidianas que los estudiantes comprendan importantes para sus propias vidas.

Las nuevas tecnologías deben estar incorporadas en el currículo de lenguas extranjeras. Estas tecnologías van desde el computador, la televisión, el internet, los videos, audios, entre otras (Ministerio de Educación, 1999, p. 73, 78).

Appendix K

Triangulation of the data collected from the instruments

REF CODE Target needs Learning needs	QUESTIONNAIRES	INTERVIEWS (P/C- I: principal and coordinator interview – S-I. focal group interview: S-I)	DOCUMENT REVIEW National document Institutional document
TN 1	<p>Target needs: The majority of the students consider English is necessary for their future university academic life.</p> <p>They are also aware that English is a language used in different context in their daily life: music, billboard, internet, movies, etc.</p> <p>They also recognize it is a mean of communication</p>	<p>Target needs: P/C-I The principal and the coordinator recognize the importance of students' learning English for future academic studies in their life. P/C-I They consider that learning English now is meaningful for their university studies and even for working opportunities.</p>	<p>Target needs: Guía 22: Además de todas las oportunidades que se abren con el manejo de una lengua extranjera, el inglés se ha convertido en una herramienta muy importante para la educación porque es la lengua internacional más difundida, permite el acceso a becas pasantías en el exterior, ofrece mayores oportunidades laborales. Mejora la capacidad entablar relaciones con otra persona y desenvolverse en situaciones nuevas.</p>
LN	Learning needs	Learning needs	Learning needs
LN 1 LN 1.1	<p><u>Objectives</u> <u>Target goal</u> Students believe their reading strategies are developed.</p> <p>Students also recognize they are weak at speaking therefore; they want to improve their abilities in this skill.</p>	<p><u>Objectives</u> <u>Target goal</u> P/C-I The principal considers that the school has emphasized on reading comprehension skills. P/C-I Both coordinator and principal consider students must speak and write English but they highlight that students must develop the four skills.</p>	<p><u>Objectives</u> <u>Target goal</u> Guía 22: Estandar general 10° y 11°: Participo en conversaciones en las que puedo explicar mis opiniones o ideas sobre temas generales y abstractos. También, puedo iniciar un tema de conversación y mantener la atención de mis interlocutores; cuando hablo, mi discurso es sencillo y coherent</p>
LN 1.2	<p><u>Learning goal</u> Students want to improve their speaking skills.</p>	<p><u>Learning goal</u> S-I Students consider they need to improve their speaking skills. They want to speak English in a natural way.</p>	<p>Learning goal Guía 22 Estándar general 10° y 11°: Con mi vocabulario trato temas generales aunque recurro a estrategias para hablar de hechos y objetos cuyo nombre desconozco. Manejo aceptablemente normas lingüísticas, con algunas interferencias de mi lengua materna. Comprendo texto de diferentes tipos y fuentes sobre temas de mis interés general y académico Institution mission Desde el Saber hasta el Saber Hacer, desarrolla sus capacidades de sentir y pensar.</p>

<p>LN 2</p>	<p><i>Content and strategies</i> They consider the topics should help them to develop or define their personality.</p> <p>Contents must be interdisciplinary. The subjects selected must cover different areas of knowledge.</p> <p>.</p> <p>These learners are aware that objectives must lead to develop procedural knowledge. It can be assumed that they really want to learn not only language but different aspects related to areas of knowledge.</p> <p>The topics that the students consider will help them enrich their conception of the world are "Knowing yourself (78%), Careers: preparing for your future (75%), Speaking in public (65%), Health: food and nutrition (60%), Getting in shape (60%), Cooking: recipes (60%).</p>	<p><i>Content and strategies</i> S-I The topics student would like to deal with in class could be career advices, health and values. Topics that show them how to deal with different problematic situation they encounter in life and the world. For example: personality, ethical values, among others.</p> <p>P/C-I In English classes, the contents to teach must focus on cognitive, anthropological, physical, spiritual dimensions, and also on those topics that make students reflect about their reality in order to transform it in a positive way.</p> <p>S-I Students consider they need to develop cognitive and socio affective strategies to gain lifelong learning competences.</p> <p>P/C-I The topics suggested could be values, environment, in other words all which makes a person grow as a human being. The curriculum must develop contents that allow students to develop speaking, writing, reading and the understanding of texts from different areas such as biology, history, geography, culture, topics that they study at the university.</p> <p>S-I The topics they would like to deal with could be: career advices, health and values. Topics that show them how to deal with different problematic situation they encounter in life and the world. For example: personality, ethical values, among others.</p>	<p><i>Content and strategies</i> Guía 22: El desarrollo de habilidades y saberes que relacionan con las dimensiones ética, estética, social y cultural de la lengua que se aprende.</p> <p>Evaluación de los aprendizajes: Se supone que todo lo que puede ser aprendido en la escuela, puede ser enseñado intencionalmente. Para alcanzar este objetivo se trabaja con tres tipos de contenidos: contenidos cognitivos conceptuales, contenidos procedimentales y contenidos actitudinales.</p>
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LN 3	<p><i>Resources</i></p> <p>Students like to work with technology and also when the teacher assigns activities to be written on the board.</p> <p>Students learn better when they work in pairs and groups but they also like teachers' explanation. They consider the role of the teacher is to educate. These learners consider that a way to develop the topics selected will be through lectures, a combination of integrated skill activities, panel discussion (60%), Role playing and listening activities (49%)</p>	<p><i>Resources</i></p> <p><i>P-C-I</i></p> <p>The teachers are a useful resource to teach. Also the books that the school have.</p> <p>Students can work in groups or in pairs.</p>	<p><i>Resources</i></p> <p>Lineamientos:</p> <p>Durante el aprendizaje formal en clase y el ambiente tecnológico de aprendizaje, la atención debe centrarse en actividades cotidianas que los estudiantes comprendan importantes para sus propias vidas.</p> <p>Las nuevas tecnologías deben estar incorporadas en el currículo de lenguas extranjeras. Estas tecnologías van desde el computador, la televisión, el internet, los videos, audios, entre otras.</p>
LN 4	<p><i>Communicative competence</i></p> <p>The students agree on the fact that they would like that the objectives of the course help them develop communicative competences.</p>	<p><i>Communicative competence</i></p> <p><i>P/C-I</i></p> <p>Both the principal and the coordinator highlight that the methodological approach of the school focuses on developing communicative competences that lead to one of the human dimension.</p>	<p><i>Communicative competence</i></p> <p>Guía 22:</p> <p>En el caso del inglés se espera desarrollar la competencia comunicativa (Ministerio de Educación, 2006, p. 11).</p> <p>Institution Mission:</p> <p>Desarrollo de las competencias básicas y específicas</p> <p>Desde el Saber hasta el Saber Hacer, desarrolla sus capacidades de sentir y pensar</p>

LN 5	<p><i>Evaluation / assessment</i> They believe that their evaluation results are better if they are through a constant observation of their performance. Besides, they also feel that they do well in written exams. They also feel comfortable during oral exams when this does not imply interview with their teacher.</p>	<p><i>Evaluation / assessment</i> S-I Students consider evaluation must focus on their daily work in classes and not as a final product. Sometimes, it is acceptable to asses a final product but this must be coherent with class practice.</p>	<p><i>Evaluation / assessment</i> Lineamientos: Orientar las estrategias pedagógicas y curriculares de tal manera que se supere la práctica de la evaluación como una actividad más que se efectúa al final de una unidad o de un periodo académico.</p> <p>Las nuevas tendencias en el proceso de evaluación hacen reflexionar en torno a cambios tales como: Construcción activa del significado, evaluación integrada, pertinente y significativa para los estudiantes, evaluación integrada y multidisciplinaria, e importancia de la construcción de los saberes y su aplicación.</p> <p>Evaluación de los aprendizajes: Se considera que la evaluación es un proceso planeado, continuo, permanente, integral, formativo y sistemático. El proceso de evaluación y promoción comprende la búsqueda y obtención de información de diversas fuentes acerca de la calidad del desempeño, avances, rendimiento o logros de las educandas y de la calidad de los procesos, procedimientos y estrategias empleadas por los educadores.</p>
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APPENDIX L

Transcript of Class observation

Transcripts conventions

The following are the symbols used when transcribing the observations.

//	Short pauses approximately 2-3 seconds.
////	Long pauses approximately 6 seconds or more.
XXXXX	proper names
()	Comments about what was happening at the moment of the observation
/ /	pronunciation
T	Teacher
D	Student participant in pilot course
M	Student participant in pilot course

Transcripts of class observation

This appendix contains the transcription of the class observations. They are placed in the following order:

Transcript 1 (Video observation module 1)	320
Transcript 2 (Video observation module 1).....	374
Transcript 3 (Video observation module 2).....	389
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Transcript 5 (Video observation module 5).....	

TRANSCRIPT 1
Classroom practice observation module 1 (Process and Product Evaluation)

Number of hours: 8

TURN	PARTICIPANT	PARTICIPATION	CATEGORIES
		Class starts 15 minutes after 7 am. There is a space. Students are just arriving and getting organized. Teacher is also organizing chairs and the material to be used. When everything is ready, the class starts.	Planning the organization of learning environment.
1	Teacher	Ok, let's start. Ok good morning again. So thank you very much for coming. And welcome to the class. <u>Today basically we are going to address the following agenda.</u> <u>This is the agenda</u> , for today. 7: 00 -8: 30 getting familiarized with the program, then, we are gonna have: The initiation of the first module: learning about yourself the unique you. From 930 to 9 45 we have the break.):45 to 11:30. Of course, you take like more than 20 minutes when you come and you sit and we finish here the chapter five. Any suggestions for the agenda	Selective attention for special aspects Focus students' attention on objectives
2	Students	No.	Showing understanding.
3	D.	It is Ok.	Showing understanding.
4	Teacher	Ok basically the objective is to identify who I am .	Focus students' attention on objectives. Stating objectives
		(Students are talking)	
5	Teacher	Ok pay attention. Could you please, G. help me pass the course program to your classmates?. You are receiving a copy of the program to be followed in this course. In pairs, you are going to answer these questions that I am giving you. Ok, thank you. To answer these questions in pairs. M, can you read the questions aloud, please?	Providing material. Stating patterns of interaction. Providing material. Reducing anxiety about a task. Setting speaking activities. Providing cooperation. Show attention to some specific items by scanning.

6	G	What is the program name? What are the objectives of the program? What topics will be covered?	Providing confidence for oral production.
7	Teacher	Objectives (teacher corrects students)	Error correction
8	G	Objectives /obdhektivz/ Student repeats and continues: How will the students be evaluated? What strategies will be taken into consideration when teaching	Error correction acceptance. Reading aloud
9	Teacher	<u>Thank you very much. Now, in this paper you have the questions and this is the program. In pairs, again, you are going to find the answer to the questions in here. Ok what is it that you are going to do?</u>	Reviewing attention to a particular aspect. Checking comprehension. Checking understanding. Ask for rephrasing Whole class concept checking.
10	M	We are going to answer the questions	Summarize. Instruction understanding.
11	Teacher	Good. Where are the answers?	Praise. Providing support to assimilate new information. Checking comprehension. Whole class concept checking.
12	M.	Here.	
13	Teacher	Ok in the course program. Excellent. How are you going to work? Individually or in pairs?	Repeating the names of items to be remembered. Checking understanding. Checking instructions Whole class concept checking..
14	Students	In pairs.	Instruction understanding.

15	Teacher	Excellent. Now let's pair you up. M. with R. you two, OK, you two. Ok you together. Here these other students. You two and you two. You have 15 minutes to answers them, please, I do not want you to write the answers, just identify where the information is and you talk about it. OK	Praise. Stating pattern of interaction. Setting speaking activities. Proving support to assimilate new information. Deconstructing information.
		(Students work alone. The recording focuses on a pair)	Working with peers
16	K.	I think that the objectives are these. No, pero los modulos son estos.	Working with peers. Relating information to mother tongue. Switching to mother tongue.
17	Teacher	English	Encourage the use of L2.
18	K	(Laugh). Ok these are the modules and these, the strategies. These are the evaluation.	Deconstruction information. Scanning.
19	Students	Some students speak indistinctively in Spanish.	
20	Teacher	Ok time is over. Now, tell me, what is the the program name?	Setting time limit Reviewing attention to particular aspect. Checking concepts.
21	M	CLIL speaking course to enhance personal development.	Concept understanding.
22	Teacher	Excellent. What is personal development?	Praise: positive evaluation Ask for meaning.
23	M	I don't know. Este, desarrollo personal.	Relating information to mother tongue. Switching to mother tongue.
24	Teacher	Good. Next	Praise: Congratulates
25	T	Next question: What are the objectives of the program?	Reviewing attention to particular aspects.
26	R	Use speaking skills to fluently interact in different situations that imply natural language (Student reads).	Concept understanding.
27	K	Tambien, perdón, eh to use cognitive and social affective strategies to promote speaking and discuss and reflect on personal aspects to grow.	L2 speaking environment awareness .
28	Teacher	Excellent. So as it is said there we are	Praise: positive

		going to focus on speaking, write so basically we expect that you improve you speaking abilities.	evaluation. Paraphrasing or rephrasing to build concept.
29	D	Yeah, excellent. Teacher oh sorry Miss. I want to speak English very good.	Emotional self-consciousness. .
30	Teacher	Ok let's see how it works for you I know that will be possible if you also help. I mean if you only try to speak English that will help you a lot to improve.	Highlight significant aspects for learning. Selecting attention for special aspects. Encourage the use of L2.
31	K	Yes, Ok no Spanish.	Showing understanding.
32	Teacher	Ok next question.	Controlling the pace of the lesson.
33	K	Me, the topics are learning about yourself, food nutrition and you, communication skills, and care.. . (gesture to ask teacher for word).	Concept understanding. Asking for help.
34	Teacher	(teacher helps) careers	Teacher language support
35	K	Careers	
36	Teacher	Ok I have to clarify that the module <u>related to ethics and value will be virtual, the idea is that you just follow certain activities and reading and reflect on your own. We are not addressing this here. OK.</u>	Selective attention for special aspects.
37	Teacher	Ok, let's move one. Next question, T	Controlling or keeping the pace of the lesson.
38	T	How will the students be evaluated? Students eh, este, they will	Use of discourse markers.
39	Teacher	Read it it is OK. Do not worry. Just try it.	Reducing anxiety.. Providing confidence
40	T	Assessment: Oral testing, learning journal.	Showing understanding.
42	I	What is assessment?	Asking for meaning.
43	Teacher	Ok, I asks what is assessment. Anybody?	Provide support to use eliciting from a peer.
44	Students	Silence	
45	Teacher	Assessment is (teacher show the part of the course plan where the word assessment appears.	Providing help for concept understanding. Building concept. Asking to guess meaning from

			context.
46	D	Assessment is not evaluation?	Asking for clarification
47	Teacher	Class? What do you think. Assessment is ...	Providing help for concept understanding
48	Students	Evaluation	Concept understanding.
49	Teacher	Exactly. Basically I am going to focus on your on going performance. Como lo hacen en forma continua. And also there will be an oral test related to the project. You see the part where it says project: I will let you know what to be expected in the project. We are going to focus on certain strategies when speaking (that is the next question) these strategies will help you to interact in a better way and not to get blocked when speaking. Can you follow?	Selecting attention for special aspects. Providing support to assimilate new information. Direct explanation of the use of learning strategies. Checking comprehension. Whole class concept checking.
50	K	No, more or less	
51	Teacher	It means that you will not get blank when talking and can participate in a conversation without limiting yourself.	Clarifying ideas Explain what something is
52	U	Ah can I say in Spanish	Asking for the use of L1
53	Teacher	Ok, go ahead	Checking understanding
54	U	Expresiones que nos ayuden a seguir el ritmo de la conversacion o nos ayuden a adquirir fluidez al hablar cierto, asi como lo hacemos en nuestra lengua. Sin tantas muletilla. Verdad. O quedarnos mudas chicas sin saber como decir las cosas	Relating information to mother tongue. Concept understanding. Showing understanding.
55	Teacher	Yes like this. By the time you will know. Ok let's talk a little bit about today's section. If you have any questions about this you can ask me later.	Selective attention for special aspects. Keeping the pace of the lesson.
56		(Some students talking indistinctively in English)	Exclusive use of L2.
57	Teacher	OK. Here you have this booklet.	Providing material.
		(Teachers give students the copies. Students start watching the copies).	
58	Teacher	So. basically the objectives are to identify who you are and get to know themselves. You can write the name here, if you like. So the first thing you are going to do is	Focus students' attention on objectives. Stating objectives.

		look at this page, it says in the circle write all the words that define you then you are going to prepare a little talk about who you are: personalities and feeling. Then, you are going to draw a picture of an object, an animal, or any other thing that you think it represents you, Ok	Activating students' previous knowledge. Checking comprehension.
59	Students	Ok. (Some students nod)	Showing understanding.
60	Teacher	What is it again? First of all, you are going to write all the words, it does not matter If you don't know how to say some words in English you can write it in Spanish and we, I'll help to translate it. All the words that define you as a woman, as a person, as a daughter OK?and then you are going to prepare a little talk and you are going to tell that to your partner and defines who you are. You can see your paper. Relax, it is something that you know because it is about you. Later, you are going to write not draw here an animal, an object, a thing that you think that represent you. OK? For example: in my case, (Teachers writes the words she is saying on the board). I consider I am a leader, eh for example, I am patient, right? I am tolerant. Sometimes, I am extrovert, sometimes. But sometimes I am introvert, right, I am not shy. I am very talkative. You know what is talkative? That is the word that is highlight on the text, one of the new words to be learned.	Reducing anxiety about a task. Setting speaking activity. Giving instructions. Providing support to assimilate new information. Generating knowledge: Giving examples Asking for meaning. Proving help for concept understanding. modelling
61	Some students	Yes. Talk a lot.	Concept understanding.
62	Teacher	I like to talk a lot. I am sociable. And I am comprehensible and a good friend. Things like that as you can see I am defining myself. And , the object that I think represents me, it's more like a, ...in my case (teacher is drawing while talking) Do you know.. what this is (Smiling)I don't know how to draw, sorry. Ooops. What is this? Ok do you understand this beautiful Picasso?	Deconstructing information. Proving help for concept understanding. Informal talking Smiling Fun while learning Joking Real communication
63	R	No.	
64	Teacher	This is a candle, right? I think this object represents me because you should know about me that eh when I have a problem I	Using visual image to generate information.

		<p>know how to solve it. I am logical thinker. I am logical when solving problems. I am very good at it. Usually I visualize the answer to things in a very easy way. When people see darkness I just come up with a solution to it. Besides, as a teacher, I usually light my students life, I think, I just tell them how to do things that maybe they do not know how to. So, that is the object that I think it represents me. Ok, let's start. You have 15 minutes. You are going to try to speak English. If you speak Spanish, pay attention. If for example, D. speaks Spanish once. Then she goes second time, she speaks Spanish. Then, the students that has the most interaction in Spanish. You have to buy candies for everybody for the next session</p>	<p>Sharing own personal experience. Using visual images to understand concept.</p> <p>Setting speaking opportunities.</p> <p>Modeling Allow students-teacher camaraderie. Providing support to assimilate new information.</p>
65	Students	(Students laugh)	Smiling Fun while learning
66	D	Hay que triste!	Switching to mother tongue
67	Teacher	You see first time, D has one check. Ok let's start.	Allow students-teacher camaraderie.
68	D	I don't agree, miss.	Real communication
69	Teacher	Well, you don't agree. Well, you can speak English. Ok	Responding to interaction.
70		(Student are working individually)	
71	Teacher	Ok let's start. You have 15 minutes.	Setting time limits
72	P	Do you have a pen, miss?	Real communication
73	Teacher	No, I did not bring my pen	Responding to interaction
74		(Teacher monitors and helps students with the translation of some words)	Teacher language support. Monitoring production while occurring. Monitoring activity.
75	M	Miss, how do you say...que me da risa todo	Asking for help
76	Teacher	You can say I am a laughter.	Proving help. Teacher language support.
		(Students working individually: indistinct sounds)	
77	Teacher	Yes,	
78	I	What's the meaning of patient?	Asking for meaning
79	Teacher	Patient, when you are so tolerant. You know how to wait.	

			Providing help concept understanding.
		(Teacher walks around the classroom and monitors what students are doing).	Monitoring activity
		(All students are working on the assignment)	
80	G	Good afternoon. (Students enters the room).	
81	Teacher	Good afternoon. Can you work with a partner and she tells you what we are doing.	Providing cooperation among students for a learning task.
		(Students working and talking)	
76	Teacher	OK, let's just finish with your words. You have just five minutes. Then you move on with the picture. Ok. Do not worry, you will learn about some words to define your personality. This session is just to activate your schemata.	Keeping the pace of the lesson. Time activity control Activating students' previous knowledge
		(Silence: students continue working).	
77	Teacher	Ok some more time to finish	Controlling the pace of the lesson Time activity control
		(students continue working)	
78	Teacher	Ok now, let's start drawing your picture.	Keeping the pace of the lesson
79	R	Miss, come here, miss	Asking for help
80	Teacher	Yes, can I help you?	Providing help
81	R	Miss, how you say?	Asking for help
82	Teacher	How you say what? (no audible)	
		(T continues moving around the classroom).	Monitoring activity.
83	Teacher	You are drawing. OK. You are not writing words. You are drawing.	Reviewing attention to particular aspects. Keeping the pace of the lesson.
		(Students are working).	
84	Teacher	OK. Are you finished with that picture?	Keeping the pace of the lesson.
85	D	Como se dice perezoso en Inglés,	
86	Teacher	Ooops, you spoke Spanish. One check for Damaris. Let's see who is going to bring candies for next session.	Encourage the use of L2. Provide rapport.
87	D	Miss, I don't agree the word that I say was for her. just repeated what she said	Responding to interaction Real communication

88	T	Yes, but in Spanish. Ok say that in English.	Encourage the use of L2.
89	D	Ok how do you say perezoso, she is asking.	Paraphrasing L2 speaking environment awareness Exclusive use of L2 Asking for help (translation)
	T	Ok. (teacher smiles) That is better. Sloth S-L-O-T-H	Smile. Providing help. Teacher language support Provide rapport
90	Teacher	Don't worry I know that it is gonna be only one check for speaking Spanish. I know you will always do it in English.	Highlight significant aspects for learning. Encouraging by expressing trust
91	U	Miss, I have a question.	Asking for help
		(No audible. Teacher approaches and explain something to her).	Providing help: Teacher language support
		OK. Ready?	Time activity control
92	Some students	NO	
93	Teacher	Then, we are going to listen to some of you why you chose that animal. Ok for example, if you drew a rabbit. You say, a rabbit is the animal that represents me because a rabbit is cute and I am tender. You define the quality through what the animal features. It is not possible to find an animal that suits you perfectly.	Keeping the pace of the lesson Modeling Get learners talking Setting speaking activities Providing support to assimilate new information
94	N	Como dibujo una aguil.	Switching to Spanish Asking for help. Asking for meaning
95	Teacher	What? That is Spanish. Remember the word is draw? How do you draw, remember, draw, an eagle? OK repeat,	Encourage the use of L2. Reviewing attention to a particular aspect. Repeating the names of items to be remembered. Ask for rephrasing Asking the use of classroom language expressions

			Provide support to use eliciting from the teacher
96	N	How do you draw an eagle?	Asking for help (question) L2 speaking environment awareness.
97	Teacher	Ok. That is better. You just draw very similar to a chicken and the tail like a fan, like this. (teacher draws).	Providing help. Positive evaluation
98	Teacher	OK. I think that everybody has finished. We are in step 3: working in pairs. You are going to have three minutes talking time, where you are going to tell your partner who you are based on the vocabulary that wrote here (T shows the place on the worksheet) and the picture. OK? That in a way, it is a guide to tell your partner what identifies you. OK	Controlling the pace of the lesson. Setting speaking activity- Stating pattern of interactions Setting time limits
99	Some students	OK, miss	Showing understanding
100	Teacher	Remember this. (Teacher glue a two big posters on the wall). Let's pay attention. Remember when you are talking you show interest on what the other person saying. You can use expressions such as: mmhmm, yeah, I know, that is interesting, is it so? I didn't know that about you or ask questions like: why do you say that? Why did you choose that animal? Now. Look at these charts, again: From now on, you are going to try to use these idiomatic expressions to show you are an active listener. This will help you to be at least an active participant. Ok. Fillers –muletillas- in English to sound more natural when speaking English, you need to use them. Also, here you have some some strategies in order to overcome limitation when you want to say something. Is that right?	Direct explanation of the use of the strategies. Selective attention for special aspects Using visual (images) to generate information Proving help: teacher language support Asking the use of discourse markers Focus students attention to turn taking expressions Encourage the use of L2 Focusing on fluency
101	Some students	Yes.	Showing understanding
102	U	But muletillas?	Asking for meaning
103	Teacher	Yes, fillers. Like este, este, osea, osea eh eh. Actually, they are not that bad to use	Teacher language support

		them but we need not to use them a lot because it shows disfluency. I mean it show that you do not speak fluently or do not know how to say things. You sound not like a good speaker. Even in Spanish, right. You mock at people who all the time use them and do not convey information or express his/her ideas in a very smooth way (teacher makes gestures to explain smooth). Is that clear?	Providing help for concept understanding Focusing on fluency. Emphasis on communication Checking comprehension Selective attention to special aspects Planning the organization of learning environment
104	Some students	Yes, miss. We understand.	Showing understanding
105	Teacher	First, it is nice that you in order to overcome limitation. Es decir cuando, cuando uno se traba porque no sabe la palabra. Por favor no se queden en blanco. Intente con estas expresiones, mientras buscan la palabra correcta: well, you know when, ehh, ehh, and, and, eh, I mean, I don't know, let me think, you know, I don't really remember, let's see. Or just repeat certain words but not so often like, filler, well filler is ...	Direct explanation of the use of strategies. Focus on fluency Asking the use of discourse markers
		(Students start imitating the teacher): I don't know. Eh and, let me think.	Repeating
106	Teacher	These expression are used in order to take turn when you are talking to a person or you partner: Can I say something, I know what you mean, but I think, Yes, you can say that again. To finish a conversation: you use these expressions. Ok now I do not have time to read them all. So, here it's the deal: You are going to learn these expressions as they were yours. Here you are these copies have all the expressions to be used in certain context: agree and disagree, give or state your view point, starts and ends a conversation and some other speaking situation that you may encounter.	Direct explanation of the use of the strategies Focusing on fluency Asking the use of discourse markers Providing material
107	M	We have to study them for next class	Asking to use known information to facilitate new learning tasks
108	Teacher	Well, yes, you will study them, that will facilitate the work, but not exactly for	Asking to use known information to

		<p>next class, try to learn the most of them. You will have them there as a bible, right? And I will always put them in a visible place in the classroom. But, eventually, there will be a moment where you will be required to use them in a natural way and you will not go these papers again. So you will not have them there anymore. Is that understood?</p> <p>Right now, I am going to give you ten minutes to get familiar with and use them in order to prepare your small talk you are about to have with your partner.</p>	<p>facilitate new learning tasks Focus on fluency Asking for structure reviewing Providing support to assimilate new information Focus attention on words, key words, or expressions Reducing anxiety about a task Language input Focus students' attention to turn taking expressions Stating pattern of interaction Setting speaking activities Planning the organization of a learning environment.</p>
		(Students, silently, start reading the expressions and preparing what they will say)	Organizational planning
		(Teacher monitors. Ten minutes passed).	Monitoring production while occurring
	M	I think that I am a snake, but and eh because...	Organizational planning
109	Teacher	<p>Ok. Now, we are in this part of the talk. You are telling your partner what identifies you. Remember three minutes talking about who you are. Please, use the expressions I just taught, the one on the copies. These on the charts and the vocabulary. I want you to choose a partner and place face to face. OK, let's move. Students talking time</p>	<p>Stating pattern of interaction. Setting time limits Asking to use known information to facilitate new learning task Stating patterns of interaction Encourage the use of L2. Focus on fluency Planning the organization of a learning environment</p>
		(Students move and group in pairs but	

		sitting face to face (front to front).	
110	Teacher	Ok it is a short talk. You say I am like this and this, I am patient, I am lazy, I don't like to wake up early. I am tolerant. I am a little crazy because I... and, this is the object that represents me or the animal. I consider this animal or the eagle, for example, represents who I am because... Ok let's start.	Modeling Get learners talking
		(Students start talking. Some others are still writing).	
111	D	Miss, (One pair calls the teacher)	Showing respect
		Teacher approaches to the pair.	
112	Teacher	Yes?	
113	D	How do you say in English? Eh I write or draw a butterfly but	Asking for help
114	Teacher	The butterfly?	
115	D	Yes, but when is in a cocoon. He goes out and, and /// it is inside.	Using language to explain language Use of discourse marker
116	Teacher	When it is a caterpillar That is what you mean. When it feels it is ready to fly	Teacher language support
117	D	Yes, I wrote that	Real communication
118	Teacher	You can also say to explore the world	Teacher language support
119	D	Explore the world.	Repetition
120	Teacher	That is beautiful what you drew and wrote	Congratulates
121	D	Thank you	Being polite
		(Teacher monitors students' talking)	Monitoring production while occurring
		(A pair talking)	
122	M	I think I am a bunny because I am honest. I am a good friend. Este a no. and and, (students sees the expression). You know eh, I have many friends and I am loyal.	Relating information to visual concepts. Working with peers Use control communication breakdown expressions. Use of discourse markers Sentence starters Filled pause Using comprehension checks
123	F	Why you are loyal?	Taking turns

			controllers Asking conversation questions
124	M	Well, you know, you believe in the people and people believe in you. Miss how do you say...confiar?	Sentence starters Filled pause. Use of discourse markers Getting help asking questions Overcoming hesitation phenomena
125	Teacher	Trust on you	Teacher language support
126	M	People can trust on me. And you?	Taking turn controllers
127	F	Well, me? I am a //// good daughter. I am responsible, I am a good student and a good sister. I help my little brother. However, I am also lazy (Students use gesture to help communicate)	Pause length (fast) Use mime or gestures. Speech rate (fast) Use of discourse marker
128	M	Really. Me too	Using minimal responses. Adjancy pair (Following conversation)
129	F	Why?	Formulaic language: Asking for reason
130	M	I like to sleep and not like to wash the dishes.	Real communication
131	F	Me too.I hate it.	Real communication Adjancy pair (Following conversation)
132	M	Which animal represents you?	Asking conversation questions
133	F	Well, the sloth. It is because he like to sleep but it is friendly.	Responding
134	M	Interesting	Using minimal response
135	F	And you?	Asking conversation questions Use of discourse markers
136	M	The computer.	Responding

137	F	The computer? Why?	Using minimal response. Asking conversation question.
138	M	Because I can do many things as the computer and I like technology.	Responding
139	Teacher	Ok are you finished? Yes?	
140	Students	Yes.	
141	Teacher	I think that we can stop here, right. Let's continue to the next part. But, I think that the copies are not so clear so I am going to read what it says. Well the copies are not clear. I am going to write the instruction. Study these personality types and based on our identification of who you are try to categorize what type of personality you have. Ok that the , the second one you have here because the direction is not clear.	Time activity control Controlling the pace of the lesson. Giving instructions
142	M	What is the meaning of /traí tu/	Asking for meaning
143	Teacher	Sorry	Using polite language
144	M	What is the meaning of try?	Asking for meaning
145	Teacher	Try, intend to., ok	Teacher language support
146	M	Ok	
147	Teacher	Ok, this category, maybe, is a long category. It is not that you are going to memorize it. You are going to identify what personality type you have. This is the first part: identify your personality. This is based on psychological description of personality. It says for example Extroverts, so extroverts, often, look at this, let's read, extroverts often have high energy, right.	Focus on new concepts. Building concepts
148	L	A (students laugh)	Joking
149	Teacher	Talks more than listen. Talks, talks all the time but not listen all the time. Think aloud. You know what is think aloud.	Generating knowledge
150	Teacher	Yes, that speak what she thinks	Generating knowledge
151	M	Ask and then think.	Relating information to previous concepts
152	N	Me, I am this. (Student laugh)	Relating information to personal experience Smiling
153	Teacher	Ah you are like this.	Real communication

153	N	Yes, (students laugh)	Smiling
155	Teacher	<p>Prefers and active role. You know what is a role. Role for example I have the role of a teacher. Right, this is my role. And an active role like A. She prefers an active role. She likes to be a singer and an actress. Sometime can be easily distracted. Prefers to do lots of thing at once. Lots is many, OK. If you can see there. Lots of things at once. You know, you are studying, you are listening to music, many things. That is why I told you that sometimes I am extrovert. Outgoing and enthusiastic (teacher continues reading). Ok so according to this, then you say I am extrovert, then you go and read introvert –the opposite-. You have quite energy the energy is quite. OK? Listen more than talk. Think quietly inside their heads so first think and then say. Think and then ask. Feel comfortable, I am going to write that because maybe in your copies is not clear, feel comfortable being alone. That is why I am telling you that I am introvert because sometimes I feel comfortable being alone. I don't like a lot of people around me, but sometimes. Have full hours of concentration. You know that you can concentrate a lot. You are more patient, right? Have full hours of concentration. (teacher is writing while talking). Right? Prefer to focus on one thing at a time. One at a time. For example is you are studying is just studying not playing with the computer, reading, listening to music. All these things at once is an extrovert not an introvert. Could you please continue reading the others, I am going to give you sometime only this page. You are going to read the sensors, you are gonna read the intuitive, the thinkers, the feelers, the judger and the perceivers. Ok and then you are going to highlight or underline you know what is underline (Teacher mimes underline). Ok you are going to underline what features you and then we see in what type you are the most. Ok? Lets' start. If you have a question, just raise you hand, OK? Just shout!</p>	<p>Generating knowledge. Building concepts Providing support to assimilate new information</p>

156	Some students	Ok miss,	Showing understanding
157	Teacher	I am going to write here the categories.	Asking to group or classify information
		Students start reading while teacher is writing the categories.	Delay production
158	G	Miss	
		(a student lets the teacher knows she can not see part of the sentences).	Asking for help
159	Teacher	Yes, you can not see. I am so sorry. I don't know what happened to the printing. There are some pages that are Ok but some others that are clear. Here take the original. Can you see? yes. Ok.	Solving problems that arouse.
160	G	Another question.	Show interest
161	Teacher	Now, (Silence). After this you are going to take four where you have the most matches. Clear? No? For example. As I have already done the activities: I can tell you that I have the most matches in extrovert, thinker, feeler and sensor. You are going to tell me the four that describe you. Is that clear. I will give you sometime	Giving instructions Setting time limits Providing support to assimilate new information.
		(Teacher goes around the classroom, helping students with the vocabulary).	Engaging in hand on activities Monitoring production while occurring
162	S	What is outgoing, I don't remember.	Asking for meaning
163	Teacher	Outgoing is when you are not shy. You are sociable. You are very active.	Helping assimilate new information Language teacher support
		(T continues monitoring students work and helps them to clarify the meaning of certain words. Most of students are concentrating working).	Monitoring production while occurring. Reading about clear-cut topics
164		Ok finished? .	Keeping the pace of the lesson
165		No, no finished	
		(Teacher is helping students with language and I explaining what to do).	
166	Teacher	Be careful you are going to take the one that you have the most descriptors that define you. For example for these you are going to take only one. If you have four then that will be. But if for this you have	Providing support to assimilate new information

		only two. Then you will not be there. (silence)	
167	Teacher	What I want you to learn is to recognize what personality you have or what type. It is something that you need to know and recognize. I don't want you to change things just check if you have it or not and then, just count where you have the most descriptors that feature you.	Stating objectives Focus on new concepts Giving instructions Clarifying ideas
168	D	What?	Asking for explanation
169	Teacher	You are just extrovert and tell why. Then you are going to, for example, D. she can be here and here in the categories. This will make you to be able to talk about you. Sometimes I am this but sometimes I am this. So you can recognized who you are in certain situations. That gives you a self knowledge about yourself, of course.	Clarifying ideas
170	D	This is good, miss, yesterday I see hanna Montana and in a contest they eh tell she to say who are you. And she talk about personality	Real communication Making meaningful personal associations with the new information internalization
171	Teacher	That is right. I consider that you must, before knowing somebody else, know who you are and reflect about it to what? To understand you as a person and try to change maybe some things that are not quite well or that you need in order to improve you self image.	Valid those topics that are relevant Generating knowledge Building concepts Dealing with human development topics
		(Students speaking indistinctively)	
172	Teacher	Ok guys finished?	Keeping the pace of the lesson
173		Yes (Some students).	
174	Teacher	Yes, now we are going to try to get into the four categories. Could you please go to the next pages. You have three pages here. You have three pages right? You have sixteen types of personality. These personalities are defined by a doctor. A psychologist. According the ones that you identified. You are going to locate yourself to what your personality type is. Is it clear. Here you have, for example, ISTJ Introverted Sensing Thinking Judging. If you have the most on that. Then you tell me professor, I am ISTJ. Or	Giving instruction Setting up activities Generating knowledge Resourcing

		ISTP Introverted Sensing Thinking Perceiving.	
		(Students are talking among them)-	
175	Teacher	Do you know what you are going to do?	Checking instructions
176	Y	Yes, but	Understanding instruction
177	Teacher	Yeah, tell me.	Provide support to use eliciting from the teacher
178	G	I don't get it	Real communication Asking for clarification
179	Teacher	Just from your findings you are going to be located in one of the modern types. Ok, well I am going to give you some time.	Proving help to understand.
		(Students talking -no audible-)	
		(Teacher monitors and helps students)	Monitoring production while occurring
180	Teacher	First of able, you are going to be familiarized with this vocabulary and then when defining your personality you are going to use this vocabulary. I want you to describe yourself. Really to be aware of what you are. That is really what I want you to learn (teacher talking to a pair)	Giving instruction Setting a speaking activity Clarifying ideas Organizational planning New vocabulary introduced
181	Teacher	Well, I am here. I am ISTP. This is me. Ok. (Teacher is explaining some students on what they are doing.)	Clarifying ideas
182	Teacher	Ok guys finished? Yes. Now you are going to get in to the four. Could you please go to the next pages you have 3 pages here, right. These are 16 types of personality. Ok? By a doctor he is psychologist. According to what you identified you are or have. Here, for example, Introverted, intuitive, feeler, receiver. If you have some characteristic from receiver, and some others from intuitive, and so on. You have the most on this type. Then, you are going to tell, professor I am a IRFT but sometimes I could be more a ESTF because I have this and this. Which one you consider you are? OK?	Giving instruction Generating knowledge Modeling Clarifying ideas Setting speaking activity Resourcing
		(Students continued working).	
183	Teacher	Is it clear what you are going to do?	Checking instructions
184	K	Yes, but we are not finished.	

		(Students continue working on the activity. Teacher continues helping some students that are behind on the activity).	Keeping the pace of the lesson. Monitoring production while occurring
185	Teacher	So as far as you finish you are going to come to the board to write your name and the personality type you are.	Direct explanation of the use of a strategy.
		(Students talking-no audible-).	
186	Teacher	The thing is that you are in this category. You are introvert and extrovert at some point. (teacher explaining to one student).	Modeling Self monitoring
187	Teacher	The idea is that you get the necessary language. Not memorized this vocabulary as such but that you can interiorize this vocabulary and use it.	Resourcing Selective attention for special aspects
		(Students are standing up and going to the board and teacher continues explaining to some students)	Writing concepts
188	Teacher	You will see that you share the same personality type within this group.	Constructing knowledge
		(Students talking about the activity)	
189	Teacher	As soon as you finish come to the board and write your name with the personality type. Try to memorize or to learn –better- the definition of you.	Context based Emphasis on content
		(Teacher continues helping students)	
190	D	You are a copy center	Real communication Exclusive use of L2
191	M	No, I am a copy cat. (laugh)	Responding to interaction Following conversation Fun while learning Smiling
192	K	Miss, they are the same.	Real communication
193	Teacher	Don't worry. It is OK	Responding to interaction
194	T	D. write my name on this.	Real communication: Requesting Exclusive use of L2
195	Teacher	On that. You are ESTP.	Adjacency pair Following conversation
196	T	Ok on that.	Interacting. Adjacency pair. Taking turn controllers.

197	D	Here. In ESTP.	Adjacency pair: Following conversation
198	T	You are the same?. Yes. Good	
199	S	I need a marker	Exclusive use of L2 Requesting
200	Teacher	Here you are	Adjacency pair: Responding to request
201	S	Thanks	Being polite
202	Teacher	Ok. Is everybody there?	Keeping the pace of the lesson
		(students are talking and still teacher is helping some students that are asking her questions) (No audible)	
203	Teacher	OK. What you would do now is that you are going to say what personality type you are and explain why. You need to use the vocabulary suggested and (showing the charts that have the expressions) try so hard to use them. But so hard. You gotta go like eh, well, you know, I do not want to hear any este este, como se dice but how do you say? It is when you... try to use other words or the meaning of the word if you don't remember how you say it. Is it understood?	Giving instruction Direct explanation of the use of the strategy Checking understanding
204	Some students	Yes, miss. Clear.	Showing understanding
205	Some students	Of course.	Showing understanding
206		Students still trying to learn the personality type description.	Delay production
207	Teacher	Now, you are going to explain in some sentence your personality type. As D was just telling me like in a movie or a show that she saw. What is it, D?	Giving instruction Giving examples Asking questions Setting speaking activities
208	D	What? Miss.	Real communication
209		The problem you were talking about. An actress that was asked.... What is the woman	Asking questions Real communication
210	D	Lindsey.	Answering Real communication
211	Teacher	Lindsey, right. She was telling me that Lindsey ah, Could you please repeat what you were saying about her. Could you please pay attention to D, there?	Valid relevant topics Encouraging participation
212		(Students turned around to listen to their	

		partner).	
213	D	In Me project, you know Lindsey, in a show she was performing about personalities. the people ask her who you are? But she stays (student mimes a silent face) and who you are. She don't know what to say or she respond, you know, it is better to know how to answer to that. who you are, if they ask you, you have to know for example I am introvert for that and that, I am extrovert for that and that, but no, she said, she doesn't say anything. She don't respond anything	Filled pause Easily comprehensible Short pauses Use of gestures Silence Repetition Context based Topic control Connecting topics to Personal experience Reflecting from real experience Cognitive apprenticeship
214	Teacher	She was asked about her ... her personality type, and she didn't know what to say	Ignoring mistakes Focus on fluency
215	D	Yes, she were silent with the microphone like this.	Using gestures Real communication
216	T	So she went silent, amazing. And she is an actress	Repetition
217	D	She was in the microphone and then she says I am good no I am nice //// so she did not know what to say.	Filled paused Formulaic Language: Expressing result Discourse markers
218	Teacher	Well, as you could see this is a real example of usually in life you know the first thing that you need to know when you go to the world, the first thing that you need to know when you are growing up is to start building and identify who you are. I mean, maybe they ask you for example, who and how is your friend and then you say he/she is like that, she/he is friendly, and sometimes he/she is extrovert. But, when they ask you about who you are. You go silent you don't know how to define you. You should know. You should say I am like this, I am this. I am not saying that you have to be egotistical. It is just that you know yourself that you recognize what you like, what you are. What descriptors to use. That shouldn't happen, to go silent. It is OK to talk about you and feel you know yourself. . that is the first thing you should know first about yourself and then your friend. That is why is this exercise about.	Summarizing / wrapping up Selecting attention for special aspects Focusing on content Explaining Modeling Setting speaking opportunities

		Then from now on you are gonna say who you are. I am this. I am like this. I am not that. And then you don't go like that girl in the show and go blank. Now, that what I am going to ask you know, WHO YOU ARE. Ok. Let's start. Who are you? Who wants to start. OK	
219	M	Me,	Participation
220	Teacher	Who is me? (Looking everywhere as she could not see the student).	Real communication Question
221	M	M.	Answering
222	Teacher	Ok M. who are you?	Asking
223	M	I am serious and friendly, este...ah no	Self correction Transferring of pausing pattern
		(students laugh) (Teacher shows charts)	Showing speaking strategy
224	M	I am a serious person and very responsible and confident. Serious and quiet, eh, I am interested in peaceful living. Ok you know, I am responsible, and how do you say? I am, I don't depend,	Filled pause Asking for help Speech-making question Risking
225	Teacher	Dependable	Giving help
226	M	Well-dependable, yes, I am usually interested in study. Well-organized and hard working. Sensitive and .I am a thinker	Adjacency pair Emotional self-consciousness
227	Teacher	A good thinker, too I could tell. S. Who are you, S?	Repeating Encouraging participation
228	S	I am intelligent. Determined. I am quiet and reserved, well, what else, (student looks at the charts that have the expressions). I think or in my opinion I have excellent skills in math, how do you say.. quimica.	Emotional self consciousness Asking for help Using classroom language Asking question Formulaic language (opinion)
229	Teacher	chemistry.	Answering Giving support
230	S	Chemistry. I like vallenato music. Eh eh I am a natural leader. I have a lot of knowledge	Repetition Filled pause Emotional self consciousness
231	Teacher	You area natural leader	Repetition
232	S	and I am very loyal.	Turn taking Adjancy pair
233	Teacher	Excellent	Positive evaluation

234	Teacher	N. Well before you start you can say I am Introverted Feeler with Extraverted Intuitive person . You can start explaining. You can start like that, OK	Modeling Encouraging participation Reducing anxiety about a task
235	N	N is a person, tolerant and responsible, (students looking at the chart)and quite, friendly. I am friendly and, me, I am an I-N-A-F-P because I am quiet, reflective and (looking at the chart) how do you pronounce idealistic.?	Explaining the meaning of statements Asking for help Asking for pronunciation
236	Teacher	Idealistic	Providing language support
237	N	Well, I am idealistic. I like to help other person and I am also a eh I am positive. I value my friends. I see my friends as or like? Good people. I like be with my friends.	Filled pause Self correction
238	Teacher	You like to be with your friends, that is nice. Ok good thank you N. let's continue with A. Ok tell me A. who are you?	Error correction Controlling the pace of the lesson Encouraging participation
239	A	I am a INTP introverted intuitive thinking perceiver. Eh, I am a logical person, I am creative thinker. I like to do things. Eh and I am capable of solve problems and eh. I am not a leader.quite and reserved. I like to study.	Filled pause Easily comprehensible Emotional self consciousness Long turn
240	Teacher	Ok that is good. Y. Who are you? K, EAFP.	Encouraging participation
241	K	Because I 'm funny, I like to ///// (student thinking) It is like know other people know to play, I have a smile in my face, I am crazy. Ok I.	Long pause Emotional self consciousness Short turn
242	I	I am a ESFP. I like to study. I like to talk to people. I am people person..	Easily comprehensible Short turn
243	Teacher	You are a people person, what is that? people person?	Asking for meaning
244	I	Other people like to work with me. I am fun-loving. Eh. I am always with a smile. I am very talkative. I am crazy.	Responding Emotional self consciousness
245	Teacher	That is why you are extroverted. And very crazy	Summarizing
		(laugh)	Fun
246	Teacher	Tell me why you are a feeler?	Asking question
247	I	Ah,	Real communication

248	Teacher	You are kind, sensitive.. about this one.	Helping
249	I	I don't know.	Real communication
250	Teacher	Maybe because you are kind	Emotional self consciousness
251	I	Yes and also because I care of the now. I don't care about tomorrow. Maybe if I die. I don't know. I have to enjoy today my life now. Because I don't know what can happen tomorrow	Assenting Emotional self consciousness Reason Reflecting
252	Teacher	Tomorrow. That is a good thinking of the world.that is very good. P. ok. Tell me P.	Repetition Encouraging participation
253	P	I am extrovert, and intuitive.	Short turn
254	Teacher	Ok you are in this part	Adjancy pair
255	P	Yes, I am extrovert, intuitive, perceiver and feeler. A person like this.	Adjancy pair Emotional self consciousness Short turn
256	Teacher	Ok. Ah?	Asking to repeat
257	P	I am very comprehensible, I am responsible (mispronounced)	Answering Mispronunciation Short turn
258	Teacher	Responsible (T corrects)	Correcting
259	P	Responsible. I am comprehensible. I don't like problems. I eh eh (looking at the chart) I mean I don't like conflicts. I am very enthusiastic and creative	Self correction Getting help to avoid breakdown Overcoming hesitation phenomena Filled pause
260	Teacher	Yes you are creative. I could see that.	Adjancy pair
261	P	Exticing about new ideas. I like to work with numbers. I like to work with people, too. I am open minded. Ok that's all.	Long turn Emotional self consciousness
262	Teacher	Ok now let's listen to your friend.	Encouraging participation
263	J	Oh eh and I have many things. I am talkative. I like to eh blaa blaaa. Sorry.	Filled pause Getting blocked
264	Teacher	Ok . relax try to use these expression to help your speech flow a little.	Encouraging speaking Providing confidence
265	J	Ok I am eh logical and and capable. I like mathematic. I am, ah, I mean. I am good at numbers. I am very logical. I am responsible (mispronounced)	Filled pause Discourse markers
266		Responsible (teacher corrects)	Error correction
267	J	Responsible. I think of the now. Too as I says. I worry about the now because I as K said I don't know what it's going to	Self correction

		happen tomorrow.	
268		Excellent, now D. Ok D. tell me. You are Extrovert ,Intuitive, feeler and judging ...	Encouraging participation
		(D laughs).	
269	D	Well I am very popular and sensitive with skills, in math, English and other subjects I care about my things and other people. And eh specially I care how others think and feel. I like to be with people. But at the same time I like to be alone, Why? I don't know. I am interested in serving other people and sometimes I worry about that. eh I am sociable, I am talkative. I am not patient. I sometime get so stress. I am not patient. I am talkative. I talk a lot a lot a lot. I like to talk but I am not crazy. People think I am crazy (she uses a lot of gestures to make herself understood) I am crazy in //// how do you say? Good.	Filled pause Easily comprehensible Long turn Discourse markers Short pauses Using gestures
270	Teacher	In a good sense. I got it.	Adjacency pair
271	D	Yes. Sometimes I am very lazy.	Agreeing
272	Some students	You lazy?	Real communication
273	D	Yeah, I don't like to wash the dishes. I don't like to wake up early. I am lazy so lazy. But not with study. My friend call me hey you are lazy I don't wake up early.	Adjancey pair Real communication Discourse markers Fourmulaic language: Contrast
274	Teacher	Well, but not for studying that is good. Ok now your friend there. Tell us, F	Controlling pace of lesson Encouraging participation
275	F	I am also like her. I am extraverted. Intuitive. I am very creative. I am sometimes, sometimes. Eh I am lazy, too. I get very excited about new ideas and projects, I like to talk to people but I dislike to be alone. I am patient. Interested in other Sometimes I am crazy. Not always. In general I enjoy people. Ok that is.	Conversational transitions Emotional self consciousness Discourse markers Long turn
276	Teacher	Good very good. So, C.	Positive evaluation
277	C	I am very introvert. I like to be silent. I like new ideas. Develop excellent abilities. I have excellent abilities to finish project. I like project. I can do.	Short pause Easily comprehensible
278	Teacher	You can do ???	Real communication Asking for error awareness

279	C	I finish what I do or ...	Responding Error correction Realizing
280	Teacher	Ok you finish what you start, excellent. Ok coming. L.	Positive evaluation Error correction
281	L	Ok I am very intelligent (looking at the chart with the expressions). I am tolerant. I like to work with people and eh . I try to help people I am very organized. Eh when , when eh people need me I am there I ehe eh I give a solution solution to people. I eh eh like very excited about ideas. Eh I like new ideas.	Getting speaking support Filled pause Repetition
282	Teacher	OK. B	Encouraging participation
283	B	Well I am tolerant. introverted. I usually like to think first and then act/// I am tolerant. I usually work with people. Sometimes I am responsible.	Sentence starter Self emotional consciousness
284	Teacher	OK sometimes you are responsible not all the time. that is interesting. Now A	Summarizing Encouraging participation
285	A	I am extrovert. I like to talk with people. I am outspoken. I am intelligent and sociable. I am not interested in hurting other people. I don't like conflicts. I am faithfull. I live the present moment.I am not interested in controlling people	Long turn Short pause Easily comprehensible
286	Teacher	Thank you, A. F	Being polite (Thanking)
287	F	I am quite. I am not interested in problems. I am creative.	Short turn
288	Teacher	Good. Now, X.	Positive evaluation Encouraging participation
289	X	I am serious. I am creative. I can make good things.	Short turn Easily comprehensible
290	Teacher	Ok people, pay attention. Let's listen to your partner.	Control discipline: Calling students attention
291	X	I am creative. I am sociable. I like to study and dance. I am a little patient. And very competent. I am very kind.	Short turn Emotional self consciousness
		(Student talks) no audible.	
293	Teacher	What is the meaning of what?	Real communication: Asking for repetition
294	X	Of kind	Answering (asking meaning)

295	Teacher	Kind is friendly, amiable. (no audible)	answering
296	Teacher	Ok as you can see now, if somebody is going to ask you the question who you are. Now you can tell how you are. This is building your personality: you are recognizing yourself. Now, let's go to lab and you are going to go to this link that in on this page.	Summarizing Wrapping up Resourcing Preparing the learning environment Giving instruction
297	D	What page, miss.	Asking question Real communication
298	teacher	Page 10 (teacher approaches to the student) here. (she checks everybody is there) ok there you are. Now, this is the link.	Answering Helping
299		In the lab.	
300	Teacher	Ok everybody sits down. Turn on a computer and wait go to internet explorer. And go to this link. It is there in your copy. Remember to sit in pairs. Ok? Excellent.	Giving instruction Stating pattern of interaction
		(Every body is getting in their chairs in front of the computer)	
301	Teacher	That is good. Go to internet explorer. And open the link. Let's wait until everybody is there. Wait just a moment. A. please wait until your partners are there.	Giving instruction
		(teacher helps those students that can not have access to internet and just ask students to change the computers)	helping
302	Teacher	Now, everybody is there. Good. Choose the word that describes the personality type. Do the quiz. First one student and then the other. Now, you have this chart there you will find objectives for you life. Ok good. (teacher while talking she monitors. Now complete the chart. .	Giving instruction Monitoring
303	M	What is the information here; I don't get it.	Asking question Real communication
304	Teacher	In the first column you describe your personality type and the second column you write your objectives in life that are coherent with your personality type. These objectives must include personal and professional life.	Giving instruction
305	M	But as it is here	Contrast

			Asking questions Real communication
306	Teacher	Yes as it is there. But remember It is according to the personality type you just describe some minutes before.	Real communication responding Explaining
		(Students start working). Teacher checks the quizzes result.	
307	Teacher	Now in pairs, describe what will be your possible profession in the future according to your personality type.	Stating pattern of interaction Working in pairs
		(Students discuss)	
		(Now audible).	
		(Teacher helps students with language)	
308	Teacher	Ok Can I hear some examples.	Asking for participation
309	G	Me,	Spontaneity
310	Teacher	Ok. Be my guest.	Allowing Participation Being polite
311	G	I think that I will have a work as a business administrator	Discourse marker Short turn
312	Teacher	Good, Why?	Positive evaluation Asking for reason
313	G	Because I am a natural leader. I like to work with people and people like me.	Reasoning Answering Real communication
314	Teacher	You are a people person.	Adjacency pair
315	G	Yes, and I am funny and organized and I also like to, how do you say in English manejar una compañía?	Adjacency pair Asking for help
316	Teacher	Manage a business.	Giving language support
317	G	Well, manage a business and guide the people.	False starter
318	Teacher	Excellent, G. Now , as you can see this is something important for your future. Well time is over. Thank you so much for you attendance. We see you next class.	Positive evaluation Finishing

TRANSCRIPT 2

Classroom practice observation module 1, second part (Process and Product Evaluation)

Number of hours: 8

TURN	PARTICIPANT	PARTICIPATION	CATEGORIES
		Teacher organized chairs and the material to be used. Objectives are written on the board as well as the agenda. Teacher smiles and says hello to the students when they arrive. When more than 9 students are in the class she starts.	Planning the organization of learning environment
1	Teacher	Well, thanks for coming everybody. Good morning. Ok, the class today will focus on the following agenda. The objective will be: building some concepts related to self image and discuss aspects that deal to understand yourself. Basically, this will be a follow up of last class.	Selective attention to special aspects Stating objectives
2	F	Do we have to write that?	Real communication
3	Teacher	Well, Please, do not forget on your notebooks but in your journals just write what you think it was relevant to your learning. What you really learned. Is that understood?	Selective attention Answer. Real communication. Checking understanding
4	Students	Ok	Showing understanding
5	Teacher	Well, here you have some books called Health for life. We are going to use it to get some concepts from. Here you are. They are nice, right. What do you think? I like the color? Do you?	Providing material Resourcing: Using academic text
		(Teacher gives the students the books)	
6	Teacher	Ok. Do you remember what we did last class?	Activating students previous knowledge Asking for known information
7	M	We were talking about who are we	Answering

		and we say who and /.../ we define the personality type.	Summarizing
8	Teacher	Good. Now, according to our agenda we are going to focus on chapter one, page 15. This has to do with understanding yourself. This is an academic book that lead with personal development topics. Remember, again last class, I identified who I am. We define our personality. Now, let's go understating yourself. Now you are going to think how you spend your time. Like the boy in the picture and all his family. How do you think they spend their time?	Prasing Controlling the pace of the lesson Reviewing Information Connecting information to prior knowledge Applying imagery Get learners talking
9	M.	Playing baseball	Answering
10	Teacher	Playing baseball, right. What about here?	Get learners talking
11	G	Read	Answer
		(Teacher shows picture).	Applying imagery
12	T	Read	
13	Teacher	Aha. And reading.	Error correction
14	Students	Talking on the phone	Describing picture
15	Teacher	Talking on the phone like you, sometimes. Excellent. And here?	Rephrasing. Evaluating work Using visual to generate information
16	M	Play.	Answering
17	S	Play or more look after his brother, don't you think?	Giving support
18	R	What is look after?	Asking for meaning
19	Teacher	Anybody.	Answering. <u>Giving support</u>
20	R	Take care of his brother.	
21	Teacher	Yes, kind of. Keep an eye on a person. Have the responsibility of a person's well being. Ok going back to this. You also spend your time doing many different activities like this boy, you also spend your time with different people. However, "sin embargo" in all the activities you are always involved with one person yourself when you spend your time. You can be there at home with your relative, you can be	Emphasis on content Providing help for concept understanding Discussing content subject Dealing with human development topics giving support to assimilate new information

		here with your classmates. You can be with me, with your teacher. With your friends, your neighbors'. Class, there is always YOU. One day, I am here, I am like this. It shouldn't be that if you are here. You are one person then, if you at school you are another person. No, you are you anywhere you are. Now, let's see this chapter can help you understand who you are. The idea is understanding yourself. And improve the way you feel about yourself. Improve the way you see about yourself. La manera como te ves a ti misma. Ok let's see. First, we're gonna do this activity. These are the questions we are going to work on. Could you please move to the next page. Page 17. T	Giving instruction Focus on new concepts Translating Relating information to mother tongue
22		(Students follow the instructions)	
23	Teacher	The vocabulary we have here is the one we are going to focus on. The first one	Focus attention on key words
		(The vocabulary is on the board)	
24	Teacher	What is the meaning of unique?	Eliciting meaning
		(No comprehensible)	
25	Teacher	What is unique?	Repeating question
26	D	The only one?	Answering to the eliciting
27	Teacher	Excellent. Unique is be or being the only one.	Evaluating Explaining
28	K	Like me	Real communication
		(students laugh)	Having fun
29	Teacher	Yes, you're right. And what is the meaning of self image? what is self image?	Eliciting meaning Focus attention on new words
		(students answer –no audible).	
30	K	Image of you.	Answering to eliciting
31	Teacher	Good. What a person sees on herself or himself.	Evaluating. Providing help for concept understanding
32	Teacher	What is in Spanish self image. Autoestima. Just remember what we	Relating information to mother tongue

		did last class: it was to recognize yourself, to identify who you are. Now let's see how you can improve your self image.	Relating information to previous concepts Asking to use known information to facilitate new learning task
		(Students mutter)	
33	Teacher	So how can you improve the way you see yourself? Let's start reading.	Pre reading activation
34	P	Miss, unique. I don't get it.	Asking for support. Real communication
35	Teacher	Yes, Ok. Unique: it is only you. Is it clear?	Providing language support Asking for understanding
		(Teacher points out the word on the board)	
36	Teacher	Now, let's read the first two paragraphs individually. Ok Start reading individually.	Giving instructions Asking to read Delay production
		(Students read) Teacher check that all students finish reading)	Monitoring Reading about clear cut topics Reading to summarize main ideas
37	Teacher	Now, what is the message. Tell with your own words the main ideas of the text. How can you improve the way you see yourself? How? Ideas from the text.	Organization planning Asking for main ideas Get learners talking Ensuring information has been retained
38	D	Eh, to know, know, myself, to know myself first. To know I am like other people but I am different, too. ///// Nobody in the world is like me. And feel good about myself. This is very important. (The student is not reading while speaking)	Using controlled communication breakdown expressions Low speech rate False starter Utterances are relevant Long pause
39	Teacher	Exactly. Good	Evaluation
40	U	Miss	Calling teachers' attention
41	teacher	Yes, tell me U.	Responding
42	U	Miss, if you feel good about yourself you have a good image of you and /// you improve your self image if you know you have problems and /// good	Spontaneity Answering Fast speech rate Short pause length

		points too and that you are not perfect but you have more good things than bad things, you will feel more better.	Utterances are relevant Easily comprehensible Minimal hesitation
43	Teacher	Yes, you feel better. exactly That's excellent. Guys, all the time, you have to tell yourself I am unique. I am not like anybody else. Although, there are some people that share similar things or are in a way like me, we are different in many aspects. That must be understood. You have to get into here (teacher touches her temple and shows words on the board). You are unique. You are different. So that is why when people criticize you. You are like this, you have to understand who you are, first. And evaluate yourself. And tell yourself this is me I am different from other people. And people have to accept you, ok . let's go to the next reflection.	Repetition Evaluating Reviewing attention to a particular aspect Summarizing ideas Dealing with personal developing topics Controlling the pace of the lesson Provide reflection over topics
44	D	Ms.	Calling teachers' attention
45	Teacher	Yes, you want to say something.	Responding.
46	D	Also, you need to think good about myself	Adding information
47	Teacher	To think good about yourself. Excellent. To recognize good aspects: those things about you that you like. When you improve that idea of what you are, and those bad points turn them THEM into positive , you can be become very successful in the future. Ok	Repetition. Evaluating Explaining Valid those topics that are relevant Highlight significant aspects Checking comprehension
		(students nod)	Showing comprehension
48	Teacher	Ok les't continue with the second reflection. What is self image. Some minutes to read individually.	Controlling the pace of the lesson
		(students read silently)	Reading
49	Teacher	Ok what is self image? What is self image?	Asking for meaning Structure reviewing
50	J	The way I see ///I see myself.	Answering Repetition (filled

			pause)
51	Teacher	The way I see myself, excellent. And what happen if the way I see myself is not good. What happens? And how can you improve it?	Repetition. Provide reflection over topics
52	M	I won't be happy.	Responding Making meaningful association
53	Teacher	Excellent,. You are not going to be happy. Right you are not gonna be happy. How can you improve that? how can you improve your self image? In what way you can improve your self image?	Evaluating Repetition Asking comprehension questions Provide reflection over topic
54	D	Accept eh, accept you. Accept how you accept how you are.	Answering Showing comprehension Filled pause
55	Teacher	Accept the way you are.	Repetition
56	Teacher	Do you remember last class. We identified and recognized who you are. This is me. Now the big question is. Would I accept who I am. If I don't accept who I am, how can I improve that , the image of myself, me myself. This is what we are going to deal with in this space we are sharing today. Now, let's read about how do other people affect your self-image? Some minutes to read.	Connecting information to prior knowledge Focus students attention on objective Asking to read Delay production
		(Teacher goes around the classroom to help students with understanding)	Monitoring
57	B	Ms. What is the meaning of get along?	Asking for meaning
58	Teacher	Ok you can see the definition on the board.	Providing support
59	B	Ok. I get it.	Adjacency pair
		(students reading)	
60	Teacher	Ok, according to this, (pointing at the book) how can you improve yourself image? let's talk about improve it and not change it. What is the suggesting that the book tells?	Organizational planning Selective attention to some specific items from a text
61	H	To get along with the other members of your family.	Identifying the main ideas
62	Teacher	Sorry.	Asking for repletion

63	H	To get along with the other members of your family.	Repeating
64	Teacher	Excellent. To get along with the other members of your family. Do you know, girls, what is along?	Positive evaluation Reflection strategy Checking vocabulary comprehension
65	B	To have a good relation.	Showing comprehension of word
66	Teacher	Yes, to have a good relationship. That is to get along. Then when you see that you can not get along with others, your are having troubles within the community that you are, with the people in the community you belong to. They start changing you. You feel terrible. You are angry, feel rejected. Why? Because the people around you affect your self image and... sorry.	Repetition strategy Explain Allowing turn taking
67	J	You don't feel good because your friends are not //// satisfied with you and you are not satisfied with yourself.	Long turn taking Spontaneity Reason
68	teacher	You are so right. Friends, as it says here, affect your self image by showing how they feel. As you can feel that. that your friends are feeling that way. Then, you have to change inside, here that the people also change the concept of you. And that is usually how it happens within your family.. sometimes, you are here at the school you are very happy, but when you go home, you are not that happy, because, you feel good with your friends, you talk to them but there, at home, you have your little brother, you are fighting with him all the time. You argue with your mother, your father, and maybe it's you, who is projecting that image. And it is not them. You have to understand them because your mother is not your age, she is just scolding you all the time, because she worries about you, she	Valid those topics that are relevant Explaining Dealing with personal development topic Making meaningful personal associations with new information Building concepts Providing support to assimilate new information Asking for participation

		wants you to be good woman. Then, you have to understand that, then you will feel that things are going to change. Any other comments.	
		(Silent)..	No answer
69	Teacher	For example, how can you tell when somebody likes you. Let's answer this question. How can you tell that some one likes you? Tell is realize, darse cuenta, ok? Como puedes darte cuenta tú, que tú le gustas a alguien? How can you tell that somebody likes you and what I am saying in not from boyfriend to girlfriend.	Giving examples Proving support Translating Relating information to mother tongue Asking question to encourage participation
		(silent)	
70	Teacher	How can you tell that people like you?	Encouraging participation Get learners talking
		Yes, you want to say something. (teacher addresses to a students whose body language tells she wants to say something)	Encouraging participation Get learners talking
71	F	When they are talking to me, when they tell my ////their problems. when they tell me things because they know I can help.	Self correction Communication thoughts
72	Teacher	Yes, when people approach to you. When they smile at you. When they talk to you. When they say happy birthday because they remember. When they are just near you. They are there for you. When they look after you. And the other question: how can you tell your friend you care about them? Tell me. If you are not confident. Go to the page 19, where you read something about it.	Adjacency pair Asking comprehension question Delay production
		(some students look at the book)	Delay production
73	D	Sometimes, I know because I tell them I love them and they react in a good way. And and /// they worry about me, my problems	Self awareness Reflecting Consciousness
74	Teacher	Good, something important that she says, it is that she tells her friends she loves them. Sometimes we do not	Providing support to assimilate new information

		express our feelings. And it is necessary to tell people your feelings, to anybody, to your friends. Your family. That is so nice. They will also look at you like you are so tender, loving, and that you have feelings and people feel good.	Building concepts Dealing with personal development topics
75	R	What happens when a person do not express their feeling because they do not like to say it?	Real communication Asking questions
76	Teacher	That is a problem , actually when you do not express your feeling neither verbally nor with your actions. Let me explain myself. If I am your friend or you are my girl, daughter. If I have never told anything about my feelings about her, not in a spoken or verbal way, but with her actions. Her actions tell me that she cares about me. When I get a brilliant face when I see you, when I hug you, I make good gestures at you. But let me tell from my experience is so nice when people tell you that they care about you. So let's start doing it. I mean you do not start saying people I love you, (teacher does gestures) I love you, I love you.	Focusing on meaning. Ignoring errors that do not interfere with communication Explaining Sharing own experience Context based
		(students laugh)	
77	Teacher	I mean not all the time when you see your mother and you act with her in a way that tells her you love her. That you miss her so much when you are here, that will make her very happy, because let me tell, this is important for parent, especially because they are getting very old. And sometimes it is very late to tell your father or mother you love them	Explaining Context based Building concepts Dealing with personal development topics
	U	(no audible)	
78	Teacher	As she says I am not talking about tomorrow exactly, I am talking about the future. That can be nearer that you think and I have never told my father neither my mother that I love them and then are not there. They are	Building concepts Dealing with personal devment topics Encourage reflection

		gone. You see every minutes that you have that you live if you ever tell a person that you love them that is good, Don't tell that you don't feel good when a person tells you that he or she loves you. That feels good, right? Ok when you go and you feel so happy and you tell that, that feels good. You feel nice when the people tells you that.	
79	F	I will do it.	Real communication Spontaneity
80	teacher	That is a good way to start doing with your family. And if you see that the other person is not doing it or unable to do it you do it. Ok. Now, look at this picture.	Real communication Adjacency pair
		Power point presentation with images)	
81	Teacher	Look at that family here. How do these people show that they are getting along	Applying imagery Asking question Get students talking
82	D	They are sharing.	Responding
83	Teacher	Excellent, they are sharing. They are playing	Positive evaluation Repetition strategy
84	D	Check	Responding
85	Teacher	Excellent, chess. What else (...) they are there sitting in the same place. What else? For example, look at the mother that is sitting in the couch. Maybe is the grandmother.	Positive evaluation Correcting errors Get students talking
86	M	She is talking to ...	Responding Getting blocked
87	U	The granddaughter.	Helping with vocabulary
88		Good, keep talking.	Getting students to talk Encouraging
89	U	The one playing can be the father and son.	Describing picture
90	teacher	Good. How do you think the people here get along well. How do you think the members of this family get along that well?	Congratulates Asking comprehension question Guiding questions
91	D	Can you repeat the question?	Real communication
92	M	Yes, please, say that again?	Real communication
93	Teacher	How do you think that these people	Repeating

		get along well or how can you tell these people are different but they get along well.	Using visual to generate new information
94	D	Well, they have different ways to spend their free time.	Sentence starter Responding
95	Teacher	Excellent. They have different way to spend their free time. For example, they are playing chess and ... what is this girl doing?	Positive evaluation Getting students to talk Asking question for description
96	M	She is reading.	Responding
97	Teacher	She is reading, right? Now look at the mother what is she doing? She is talking, right? As you can see they are different they are doing different things. Now, let's continue with the other question: What are your strengths?	Apply imagery Using visual to generate information Reviewing attention to a particular aspect Eliciting concepts
		(teacher writes that on the board).	
98	Teacher	What are personal strengths?	Eliciting concepts Asking questions
99	B	What a person does well.	Responding
100	teacher	What a person does well. Ok ask you can see when we were doing the personality type activity. You were identifying in a way your strength you were saying for example I am loyal, I am trustful, I am responsible, I am intelligent, I am this, I am not this and this. THAT is YOUR strength. Something positive. And you know you have and you do it very well. So there are personal strength because we also have professional strength what make you good at a job. We have academic strength. your strength at school, for example there certain abilities that you have that make you good at math, at English, at language. So, let's continue reading. Page 20	Building concept Providing support to assimilate new information Asking to use known information to facilitate new task Focus on new concepts Delay production
		(students reading)	
101	Teacher	Finish reading. Close your books. Why is important that you recognized your personal strength? Why is that important?	Identify the main ideas Ensuring information has been retained
102	D	Because it will help you have a good	Reason

		self-image. And this help you to improve your self-image.	Responding Identify main ideas
103	Teacher	Excellent. This will help you improve your self-image. This will really help you improve your self-image. So, there are people that are good at English but there are other things they are good at other things. But, they do not know. Maybe you are not good at anything. But sometimes, something and you think that is insignificant but you can do it and some people can't. for example, as this author says: young people are good at taking care of younger children, taking care of your brother but there are some people that are not good at it. But that is a talent that is something that you have. And many people have done it and enjoy it so much and they become experts and that includes responsibility. Some people at good at taking care of animals. They just take good care of it. Like what is the name of the girl that she has a ... dog? What's her name? a sitcom in Disney	Positive evaluation Explaining Asking to use know information to facilitate learning Real communication Asking questions Relating information to real life
104	Students	Lizie	Responding
105	Teacher	Yes, well she is good at it. She is good at taking good care of animals. Me, for example, I am not good at it. I admire that. she has a personal strength. Ok other strength. Tell me what personal strength these people have. Look at the pictures.	Explaining (ejemplifying) Relating information to visual concepts
		(Teacher shows the pictures).	
106	Teacher	Rding a horse. From here who has this strength.	Using visual images to generate concept
107	Students	R	Real communication
108	Teacher	R? Excellent.	Real communication
109	P	I am good at writing.	Spontaneity Responding Emotional selfconsciousness
110	Teacher	Good, that is good. And these people?	Using visual images to generate concept

111	Students	Skating. Are you good at skating?	Using visual images to generate concept Asking questions
112	Some students	Yes.	responding
113	Teacher	What are the other activities?	Using visual images to generate concept Asking questions
114	M	Drawing and painting	Responding Using visual
115	Teacher	Good. Drawing and painting.	Positive evaluation
116	R	What is that, miss.	Real communication
117	teacher	Ok do you know this? This is a model. The kid is building models. It is constructing things like this a plane. Ok other strength that you have.	Describing Explaining Controlling the pace of the lesson
118	F	I am good at cooking.	Accurate self assesment
119	Teacher	Good	Positive evaluation
120	D	I am not but I am good at giving advice.	Acurate self assessment Spontainity
121	teacher	Excellent. Now recognizing your personal strength help you improve your self image. There is another way to improve your self-image, that is here, by trying something that is hard for you , even though it might be difficult, yes? so why do you think that that will help you improve your self image. So in what way? For example if you are not good at painting then you decided to do a painting course and then you start getting good at it. So, why do you thing that this will help you improve your self image.	Positive evaluation Explaining Synthesizing
122	S	I think that ...	Real communicaton
123	Teacher	Yes, you think that...	Encouraging ss to talk
124	S	You can eh you believe that you can do you have eh how do you say...confianza	Asking for help Filled pause
125	Teacher	Confidence. Excellent you start building your confidence.	Providing language support
126	S	Yes and then you start doing things that you in past in the past did not do	Short pause Repetition

		it(///) then if you practice you know that that you can do it. You have determination. well. And you feel positive	Utterance are relevant
127	Teacher	Exactly that you are so positive and you feel good that you tried hard to do something that you we' re not good at it.	Reviewing information Paraphrasing
		(A student has the intention to say something)	
129	Teacher	Yes, F you wanna say something	Encouraging
		(students look at her).	
130	F	For example, I like to (///) I like to (///) eh write poetry but I am not good at ehh.	Filled pause Short pause length
131	Teacher	You like to do it but you feel you are not good at it. But do you try?	Proving support
132	F	Yes, in Spanish class I am learning.	Showing comprehension Real communication Accurate self assesment
133	D	In my case, I don't like reading but I try hard and do it. And I think I am good now. I like write more	Utterance are relevant Easily comprehensible Adjacency pair Emotional self conciousness
134	Teacher	So you do not like reading, you like more writing.	Real communication Adjacency pair
135	D	Yes, and I also like talking.	Adjacency pair
136	Teacher	Yes and you are good at it. You communicate quite well. You see that is your strength. You need to know how to handle it. And a weakness can become strength. You see, this is a way to improve your self image. Now, we are going to work in pairs. You are going to discuss what do you like to do when you are not at school? What do you like to do when you are not at school? Do you have any hobbies? Ok. You are going to talk about sports, hobbies or other activities and explain why you enjoy that activity. Ok, you two, you two. ...	Building concepts Giving example Setting speaking activities Stating patter of interaction Grouping

		(teacher organizes the pairs)	Patter of interacion
138	teacher	Ok, again remember what is it that you are going to do?	Checkin gunderstanding
139	Some students	Work in pair and	Showing understanding
140	M	Tell what you do you like to do in your	Showing understanding
141	Some students	Free time.	Showing understanding
142	Teacher	Excellent. What you like to do when you are not at school, what your hobbies are, sports, ok let's start.	Setting a speaking activity
		(students are talking working in pairs while teacher is walking around listening to some couples).	Monitoring actitivity
143		(No comprehensible but they are speaking English).	Emphasis on L2
144	Teacher	You can learn from watching TV. What? Sleep. Yes, it is very helpful, you know, that is my favorite hobby, too.	Relating information to personal experience Exemplifying
		(Teacher moves around to another spot)	
145	teacher	Why, why do you like to do that activity? Tell your partner.	Providing support
		(students continue talking)	
146	Teacher	Ok. Tell me some of your activities.	Get student to talk Asking question
147	Some students	Sleep	responding
148	Teacher	Why you like to sleep	Real communication
149	F	Because that relax me	Reason
150	Teacher	Yes good.	Positive evaluation
151	Some students	Watch TV.	Responding
152	Teacher	Why do you like that?	Asking question Reason
153	M	Relaxing, distraction	Responding Real communication
154	D	I like to listen to music because it is fun I can relax and sleep. I clear my thought	Espondaintity Emotial self conciousness
155	Teacher	Very good. That helps you to clarify your ideas, thoughts. Good, now we are going to read this article.	Resourcing Authentic material
		(Teacher hands out the article)	
156	Teacher	You have some minutes to read this	Delay production

		article titled what can you change about yourself?	Giving instruction Reading to summarize main
		(students reading)	
		(Teacher helps students with vocabulary when they call her)	Providing support
157	Teacher	Ok, I think that everybody has finished. Yes?	Control the pace of the lesson
158	Some students	Yes, we finished.	Responding
159		Ok as you can see here, please, tell what are the advices given here, what can you change about yourself?	Focus on new concepts Generating knowledge Asking to synthesize to ensure information has been retained
160	F	Well, thinking that in the future you will be a professional, you should change and be responsible for example.	Paraphrasing Identifying the main idea
161	R	Sorry we can't listen.	Real communication
162	Teacher	Well ,she is thinking being a professional you need to change. That is about your future: your profession. How can we get that: change about yourself? Based on the information you read and we have discussed.	Reporting Asking question Asking to synthesize to ensure information has been retained
163	F	You can think about your career.	Responding Showing comprehension
164	Teacher	Well, yes, you are right but let's focus more on you now. More general things not in the future. What are the suggestions here. Thank you very much for you comments. What are the suggestions here?	Context based Transferring knowledge Being polite Guiding question to focus on objective
165	M	Working hard.	Responding Context based
166	Teacher	Work hard on what. How can you change that if you are not that. Listen. For example, if you are not good at getting along with people can you change that?	Guiding questions to focus on objective
167	M	You can start treating the people with respect	Responding Context based

168	Teacher	Good point. If you start treating people with respect they will treat you back like this. In a nice way, in a polite way, what you give, you will receive it. If you start into an argument with somebody but you are so upset. Try to calm down first, and then, you talk to the person. You will start a discussion and not an argument. If you show you are nice the people are going to change their attitudes . you are changing them. But if you start arguing then you ended up terrible because you had a fight. Another suggestion.	Reinforcing concept Expanding concepts Building concepts Keeping the pace of the lesson
169	D	Accept things about yourself that you cannot change, like your hair, the color of your eyes. Accept eh, accept who you eh are and do not try to be somebody else.	Relevant utterances Discussing content
170	Teacher	That is very important, do not try to change that, accept it and why you want to be like other people. You are unique, you are unique. You are not like the others. But, unique in a positive way. So avoid doing that. So, another suggestion.	Relating information to previous concept
171	M	Accept what you are and feel good about it.	Responding Internalizing
172	Teacher	Good. Excellent. Another.	Positive evaluation Control the pace of the lesson
173	B	Try to make changes that can help you make the most of your personal strength and special qualities.	Relevant utterance Comprehension
174	Teacher	In this way, if you take this into consideration, you will feel good about yourself and you will improve the way you see or people see yourself. And there is something I like from this article is this suggestion: always try to keep yourself neat and clean. Do you know what it's neat?	Summarizing Focus attention on new words or key words Reflection: content based topic related Asking meaning
175	D	Neat is organized and clean.	Responding Showing

			understanding
176	Teacher	Yes, that is. It is important your appearance and you can feel well about yourself. You for example always try to look nice. I see that some of you are always trying to look their best. You worry about the way you look. And that gives you satisfaction.	Explaining Summarizing Recognize strengths Valid those topics that are relevant
177	D	And you feel happy.	Real communication Showing understanding Adjacency despaired
178	Teacher	Yes, you feel so well, I don't know if that happens to you but in my case, I like to look well, dress well, and something that makes me feel so nice is that my underwear, do you know what is underwear?	Short turn Real communication Sharing own experience
179	D	Panties	Showing comprehension
180	Teacher	Yes: panties and bras. Well my underwear should be very delicate and elegant and same color. If it is not like this, I do not feel comfortable. (Some students laugh) Sorry to talk about myself. But you see, if you feel comfortable about what you are wearing your projects, things will go well because you feel well.	Sharing own experience Apologizing Being professional Exemplifying
		(Students murmur)	
		Now, let's move. This is a section of the lesson called Think back. First, make groups of four.	Control the pace of the lesson Reviewing attention to particular aspects Incite reflection Setting pattern of interaction
		(Students moving)	Getting organized
181	Teacher	Ok could you please, move here so we have four and you here.	Organizing learning environment
182	H	Profe, me pongo aqui?	Use of L1
183	Teacher	Oops, she speaks Spanish. What is that?	Encouraging the use of L2

184	H	Sorry, I/// be here	
185	Teacher	Yes, you can work there. Ok let's move.	Planning the learning environment
		(student moving)	
186	Teacher	What is the meaning of think back.(teacher mimes)	Focus attention on key words
187	Some students.	To remember, to reflect.	Responding Show understanding
188	Teacher	Good. To reflect on things. What we are going to do is to reflect. But we are going to do it through these questions: please, you can write them or not, they will be on the board. These questions are: why is it important for a person to know his or her personal strengths? How can getting along with others in your family affect your self-image? What are two ways to improve your self-image? You discuss in your groups and then we go into a plenary you know what a plenary session is. The time at the end of a lesson in which the teacher, me, finds out what you have learnt and re-emphasizes the main points of the lesson. But we are going to do it in this way. You are going to choose a spokesperson.	Positive evaluation Focus students attention on objectives Select attention for special aspects Providing support to assimilate new information Building concepts Engaging in hands on activities Provide reflection over topics Giving instruction Planning the organization of a learning environment Setting speaking activities Organizational planning
		(Silent)	
189		Spokes person is a person that tells the group's ideas. She is the one who speaks on behalf of the group. Please, nominate a secretary, the one who write the groups ideas so you do not forget. You have to send me that to my email.	Expand the meaning of statements Explain meaning /concepts Planning the organization of a learning environment. Organizational planning
190	G	I don't understand. We have to speak???	Real communication Showing interest
191	Teacher	No, Ok let me explain myself better. You speak in your group discussing the answer to these questions. You get into a consensus. Then you choose a	Responding Explaining Clarifying ideas Giving instruction

		person to come to the front and tell the group's opinions. Ok, right. Then for example, you discuss this answer then here the person is going to say the group considers that... because,...	Planning the organization of a learning environment Setting speaking activities Organizational planning
		(Students start working they use English to communicate. Teacher goes around asking the groups who the spokes person is)	Exclusive use of L2 Monitoring production while occurring
		(Teacher helps students with language)	Providing help
192	Teacher	Ok are you ready?	Control the pace of the lesson
193	F	No, just a moment.	Real communication
194	D	Some more minutes	Real communication
195	Teacher	Ok, you will have only 10 minutes more.	Setting time limits
		(students continue in their groups, they interact in English)	
196	T	Ok ready, yes. Ok come D, and M. Ok from that group.	
		(Teacher organizes four chairs in front for the spokes person).	Organizing the space
197	Teacher	This group is ready, right?	Controlling the pace of the lesson
198	N	Just a minute.	Real communication
199	Teacher	Ok come on it's pretty easy. Ok	Time activity control
200	H	Rápido, ruedate.	Speaking in Spanish
201	R	No Spanish. Mrs, she spoke Spanish.	Encouraging the use of L2 Telling on student Worrying about the use of L2
202	Teacher	Tell that in English.	Encouraging the use of L2
		(laughs)	Having fun
203	A	Quickly, move.	Translating
204	Teacher	You see, you can do it in English.	Congratulating
		(Two spokesperson still preparing)	
205	Teacher	Ok, ready. There will be a member of this group in front that will wrap things up. She will tell the whole group' conclusion. Ok? Well, let's	Planning the organization of a learning environment Setting speaking

		start with the first question. Could you please, M read the first question?	activities Organizational planning
206	M	Why is it important for a person to know his or her personal strengths?	Reading
207	Teacher	Yes, ok what did your group discuss?	Encouraging speaking Summarizing
208	M	It is important for the people to know their personal strength because /// in this way they can be very useful in all their activities in eh life.	Filled pause Short length of run
209	Teacher	They can be very successful in their activities. Ok good point. Yes, D.	Repetition Positive evaluation
210	D	It is important because you need to believe in yourself /// you need to know what you are good at in order to obtain your goal. This will help you to improve your self image.	Utterance are relevant Easily comprehensible Short pause length Cooperative learning Showing attention to some specific items
211	teacher	This will help you to improve your self image. Good. Next.	Focus attention on key concepts Content based topics related Positive evaluation
212	F	It is important because you know what abilities you have and /// you can take advantage and be good at different things and this will help you improve your self image.	Utterance are relevant Short pause Minimal hesitation
213	Teacher	Improve yourself image.	Selective attention for special aspects
214	R	Ok it is important because you can know what you are good and /// you can study or work in this.	Sentences starter Easily comprehensible
215	Teacher	So, in conclusion why it is important for a person to know their personal strength because it can be useful, what else? What did they say?	Summarizing ideas Guiding the discussion
216	M	No comprehensible.	
217	Teacher	What, sorry	Real communication: Asking to repeat
218	M	You can know what you are good	Answering
219	Teacher	Yes, you can know what you are good	Focusing on special

		at and what you can do, basically. And in a way you can improve yourself and be better or improve your image.	aspects Summarizing ideas
220	Teacher	Let's go to the other question.	Controlling time activity
221	M	How can getting along with others in your family affect your self-image? Because sometimes the people don't believe in yourself and // and their action can make you feel ashamed and sad..	Reading the question to contextualize Filled pause Easy Reason (connector) Comprehensible
222	Teacher	Yes, you are right, you feel sad.	Adjacency pair
223	D	Because if they do not trust on you or you have a bad ///environment, it affects you negatively the way you projects or act, and you will not feel good or feel stressed and depressed about it. For example, /// you are doing something, ah, your mother says Oh my god you don't do anything good. You feel so bad. Then /// you come to school and sit there, sad and do not talk to anybody. People look you eh /// weird.	Adjacency pair Reasons Easy comprehensible Short length pause Exclamatory expression Minimal hesitation
224	Teacher	That is a good point, right?	Short turn taking
225	R	Well, the way your family treat you or you relation /// at home sometimes make you you are introvert. You are shy, you do not want to talk to anyone. So,...	Sentence starter Short length pause
226	Teacher	You change,	Finishing the idea repaired
227	R	Yes, you change,	Real communication
228	F	Because if I am bad at home in the relation with my mother or father or brother you feel bad with myself.	Reason (connector)
229	M	That is another point. Yes you want to add something else.	Focusing on fluency Ignoring mistakes
230	F	Everything starts at home. If your family tell you are fat, you are ugly eh, the people /// believe what the family tell you and /// this will destroy her.	Reflecting Making meaningful personal associations Short length pause Filled pause
231	R	This will destroy her or him. That is	Adjacency pair

		important what she says, right? Because usually that happens because at school people do not tell you you are fat. Your friend accept you the way you are but then at home, your father, your brother, your mother tells you negative things and you start believing those things. That will destroy your self image.	Filled pause Repetition Easily comprehensible Explain Reflecting Relating information to previous concepts Building concepts Turn taking Reflecting
233	T	Ok that is an excellent reflection. Yes, you want to say something.	
234	D	I want to tell a personal experience. In my house I was cleaning, well I was sweeping and how do you say, trapear.	Relating information to personal experience Making meaningful personal association with new information Getting help asking question Context based
236	Teacher	Mopping the floor.	Proving support
237	D	Yes, I forgot, well I was mopping the floor. And when my mom come I eh for example I did not move the chair. And she saw the floor and said you can not do anything. She started insulting me. I was sad. In the night when I talk to my friend // eh I start to cry because of what my mom said. I start to cry and ...	Filled pause Autocontrol Easily comprehensible Short pause
		(D starts crying, she stops talking)	
238	Teacher	Ok that is ok. Take your time.	Encouraging Understanding
239	D	I start crying	Real communication
		(student can not talk)	
240	M	Sometimes, this is..	
241	Teacher	OK sorry to can we let her finish?	Controlling discipline
242	M	OK	
243	D	I tried to talk to my friend and they told me to talk to my mother. I tried and she listen but I feel very bad.	Real communication Self awareness
244	Teacher	Yes, but that was good that you tell your mom. Yes, M you wanted to say something.	Encouraging speaking

245	M	A person that does not feel beautiful and eh the family tell /// she is ugly, she eh can feel very // bad and does not believe /// eh in her. Then the people change and eh don't have any strength because they tell them bad things only, ok finish.	Short pause
246	Teacher	We must be so careful as mother or father because your self image is built from what people say and what people say that affect you. Very good. Congratulations on your reflections. Let's continue with the next one.	Summarizing ideas Positive evaluation Controlling the pace of the lesson
247	M	What are two ways to improve your self-image?ok we consider that trust at myself. Because if you trust at yourself, I believe in me and people will believe in me and eh recognize your strengths, too. If I recognize who or what I am I can improve my image and eh /// improve my personality, my feeling, eh	Reading a question Answering the question Reason Easily comprehensible Short pause Filled paused
248	Teacher	Yes, you can improve the way of acting.	Adjacency repaired
249	M	Working so hard to get along with the other member of your family. Not eh your family but your friends. Accept what you are and do not other people change you eh, for example, she says you are so boring, you don't care or believe her because I am unique, I am beautiful you can tell me whatever you want but I don't believe that I am like that you won't change me.	Filled paused Explaining Topic based Reflecting
250	D	Understanding and accepting your strengths and try to get along with the member of your family-and //// I want to	Showing understanding Reflecting over topics Long pause
251		Yes	Adjacency repaired
252	D	I want to say an advice. that You have to accept who you are and believe in you and also say to yourself I am intelligent intelligent I have a good body, I am beautiful you say good things to yourself and you are going to	Reflecting Advising Context based Making meaningful personal association with new information

		believe in this. And you are going to do all the activities you want and this /// everything is in your mind. If you have your mind positive you can do whatever you want.	Short paused
253	Teacher	The mind is powerful	Adjacency repaired
254	R	Accept yourself and other people the way you are. And not change. Eh and	Long pause Lack of vocabulary nervousness
		(student stammers)	
255	Teacher	Do not worry, try to relax and think what you are going to say. Slowly.	Encouraging speaking
256	R	Ok (whisper) you need to believe in you. And all eh will be fine.	Filled pause
257	Teacher	Ok good yes, M	Positive evaluation
258	M	If you believe in yourself you eh can do anything. I can reach that. You feel good with you,	Filled paused Reflecting
259	Teacher	You can reach your goal. You reach whatever you want if you believe in you. Marvelous, that is so impressive your participation. Class, do you want to add something else?	Closing Summarizing Positive evaluation Encouraging participation
		(Silence)	
260	Teacher	No, now, guys, marvelous, congratulations. Applause. Well, we actually finish. What we are gonna do is, lend me this (she takes a student's dairy notebook), you are going to reflect, think carefully what you learn from this module. What you learn, what you have here in here in your head, what you like you can do it in Spanish. Thank you very much, let's start writing. If you did not bring your notebook to write your journal, you can do it on a piece of paper. No problem.	Positive evaluation Congratulating Time allowed for journal entry
		(students start writing)	
261	Teacher	Thank you girls for your attendance. See you next class. Have a nice rest of the day.	Thanking

TRANSCRIPT 3

Classroom practice observation module 2 (Process and Product Evaluation)

Number of hours: 8

When students arrive, the teacher has already organized the chair. She asks some students to go with her and bring some books. These books are content books. They are academic books about communication. The title of the book is: The basic of Speech. The class starts 7:30 am. There are a video bean and a laptop.

TURN	PARTICIPANT	PARTICIPATION	CATEGORIES
1	Teacher	Good morning, dear students.	Greetings
2	Students	Good morning (students stand up)	Greeting
3	Teacher	How you. Today?	Greeting
4	Students	Fine, thanks,	Answering
5	Some students	Very well	Answering
6	Teacher	Ok today's agenda is 7:30 although, we are a little late. So we are going to hurry up. Till 10:30. We are going to talk about communication. Verbal and non-verbal messages. Then, we will deal with topics related to listening skills. I will give you some information on how to deliver a speech. Our project that is remember the way to evaluate is called Project: Senior class president.	Stating objective Planning the organization of learning environment
	Students	Senior class president is representante estudiantil, miss.	
7	Teacher	Yes, that is exactly it. Now, you are going to look at a video. The people are in a party and there is a woman that is talking to two men. We are going to see and then I am going to ask you some questions. Ok. Look at the charts. So known by you. Remember to use those expressions to help you express your opinion, thoughts and not to use Spanish fillers. Try to use them in a natural way. Right. I can see already that there are some students that are using them. You have already incorporated them in your vocabulary, Ok. Let's see the video.	Giving Instruction setting an activity direct explanation of the use of the strategies Encourage conscious fluency / L2 Raise awareness Acknowledgement Focus students' attention to turn taking expressions
		(students see the video attentively)(There are some laughs)	
9	Teacher	Well, now in groups of four you are going to discuss this questions: was there a problem of communication? If so, what was the problem? Why do you think that usually happens?	Grouping Stating pattern of interaction Reviewing attention to particular aspects

			Setting speaking activities Activating students prior knowledge
		Teacher organized the students.	
	In a group		
10	M.	Well, I think that the problem is that she does not speak very well. They do not understand her // because, she is using signs, and no words, sometimes.	Easily comprehensible Reasoning Utterances are relevant
11	S	Yes, that is true. The woman don't look at the people when she talk. And start the conversation with the hands.	Adjacency pair Repaired Describing
12	Teacher	Ok. Can I listen to some of your comments?	Setting speaking opportunities Encouraging maximum participation
13	Students	Me	Spontaneity participating
14	Teacher	S. Tell me.	Encouraging
15	M	Ok, eh, the woman is talking but the men do not understand.	False start Filled pause
16	K.	Yes, they look at her, and see her like crazy. Yes, she is crazy.	Adjacency pair Repair repeating
17	Teacher	Well, the woman is really talking.	Selective attention to special aspects
18	Some students	No,	Answering Showing comprehension
19	Students	She is using gestures	Describing
20	Teacher	Yes, that is right. She is using gestures. So, she is not really talking. But is she communicating something?	Guiding questions
21	M	Yes, she is telling like something happened to her. But they do not understand her.	Answering Real communication Describing
22	Teacher	Why is so? L?	Asking question Encouraging participation
23	L	Because she makes much gestures.	Reasoning
24	Teacher	Yes, she makes many many gestures	Corrections

			Emphasizing
25	L	She makes many gestures and that is confusing. But she can communicate something.	Self-corrections Contrasting Showing comprehension
26	N	And she says something with no words.	Description
27	Teacher	Ok, class, now you are going to listen to this woman talking. After watching the video, discuss in pairs: Is there a communication problem? How is the communication?	Giving instruction Comprehension question
28	SS	(Ss listen and see the video attentively.	
29	Teacher	Ok, discuss with your partner.	Giving instruction
		(Discussing in pairs)	
30	L	I think that this is more better than the other video. It is a good communication and this woman speak very well and use the hands to explain.	Formulaic language Easily comprehensible Describing Giving opinion Describing Short turn Sentence starters
31	K	Yes, I agree with my friend, this woman can to communicate the ideas very well. She uses gestures but the gestures (ehh) how do you say la ayudan a expresar sus ideas, miss.	Adjacency pair Repair Formulaic language Agreement Asking for help Filled pause Use communication breakdown expressions
32	Teacher	Help her convey her message.	Helping
33	K	Ok the gestures help her...	Asking for help
34	Teacher	Convey	Helping
35	K	Convey	Repeating
36	Teacher	Convey her message	Helping
37	K	Convey her message. Ok that.	Repeating
38	M	And she is not crazy. She can express the idea very well.	Short turn Adjacency pair Repair
39	Teacher	Ok. Well here it is two example of how to address the message in a proper way and one that is not quite proper. Now, what do you think the class will be about?	Summarizing Reviewing attention to particular aspect Asking for prediction
40	I	I think it is about communication	Giving opinion Starter

			Predicting
41	M	I think that too. Communication.	
42	Teacher	Well, let me introduce the objectives. Look at the presentation, please. At the end of this class, you will be able to get familiar with the definition of communication, differentiate verbal from non verbal communication, tell why listening skills are important and you will conclude how communication affect self-concept and self-esteem. You will also receive or be given a material about how to give a speech. That will be you oral exam. Talk to the class about topic like a class president. You will evaluate yourself.	Stating objectives Type of assessment.
43	J	What is speech?	Asking for meaning
44	Teacher	Does anybody know?	Encouraging participation
45	D	Discurso	Translating
46	Students	No Spanish	Encouraging the use of L2
47	Teacher	Yes, no Spanish. It is when you talk about a specific topic. What is the synonym of speech?	Encouraging the use of L2 Asking for meaning
48	K	Talk	
49	L	Miss, then, speech is a talk. Oral	Use language to explain language
50	Teacher	Yes, it is part of oral communication. I is a talk. Ok. Now, you are going to read pages 3,4,5, 78, 79, 110, 111 and 123 from this book I am handing to you. Could you please, help me? Thank you.	Providing material Summarizing Controlling the pace of the lesson Providing support to assimilate new information
51	I	Your welcome.	Real communication
52	Teacher	You are going to read in pairs. Then you are going to be in groups of 4 and answer these questions that are there. Later, we can discuss the answers to these questions. What is it that we are going to do?	Stating pattern of interaction Giving instruction Checking instruction Engaging in hand on activities
53	Some students	Read in pairs, then in groups answer the questions	Showing understanding
54	Teacher	Excellent. Any question?	Checking comprehension: Eliciting question

55	R	Do we have to write the answer?	Real communication
56	Teacher	Thanks for asking, R. Yes, you are going to answer the questions in a written way. Ok?	Valuing `participation Answering
		(They move to work in pairs)	
		(Teacher helps group the students)	
57	Teacher	Ok, sit next to her. (Teacher monitors students' work and answer students' 5 questions)	
	Some students	(Students talk indistinctively).	
		(Students working together)	
58	R	Ok I consider that the answer is in here.	Use of L2 Real communication
59	S	Well, that is true. But can we just copy the answer like this.	Real communication Discussing Delaying production
60	R	Yes, it is a good idea.	Real communication Short turn
61	Teacher	I have checked each group and I think everybody has finished. Is it right?	Controlling the pace of the lesson Checking understanding
62	Students	Yes, that is right.	Answering
63	D	We can not finish. We miss one.	Real communication
64	Teacher	Ok do not worry. I think you can have the answer with other groups' help.	Controlling the pace of the lesson Proving help
65	D	No problem	Answering Real communication
66	Teacher	Ok, let discuss the first questions	Organizing
67	P	In groups?	Real communication Checking comprehension
68	Teacher	Yes, let me organize you. Come here work with them (Teacher helps the students to get in groups and also providing the answers).	Grouping students
69	Students	Students talk indistinctively.	
70			
70	Teacher	Ok I think that you have finished discussing the questions now could you please place yourself in a round table.	Controlling the time Controlling the pace of lesson Class arrangement
72		Student moving arranging the chairs to sit.	
73	Teacher	Ok, now, let's discuss the first question: Using your own words and the explanations on the book as guidelines,	Guiding the discussion Discussing content

		define communication. Close your books just use it when you need a word but you are not to read. Is that clear?	subjects Dealing with communication topics Setting speaking activity Asking to synthesize ensuring information has been retained
	Some students	(Students close their books) Ok, yes, miss	
74	I	It is the process of sending and receiving messages to share meanings.	Expand the meaning Defining
75	Teacher	Excellent	Positive evaluation
76	M	Me.	Free participation
77	teacher	Ok tell me	Allowing participation
78	M	It is the process that involves two or more people	Defining
79	Teacher	Good	Positive evaluation
80	N	It is also sending messages for example texting. So communication can be written or oral, right?	Giving examples Use of discourse markers Adjacency pair
81	Teacher	Yes, it involves both. However, as this book states on page 3. I am quoting: "this book does not emphasize written communication. Remember the objectives in this course: Our focus is speaking. Yes? So, something important to highlight is that oral communication involves speaking and listening. Is that clear?	Adjacency pair Focus attention on objectives Repeating the concepts to be remembered Checking comprehension
82	Some students	Yes.	
83	Teacher	Marvelous. Now tell me what is verbal and non- verbal communication?	Asking for meaning
84	I	Verbal communication is the way to convey spoken message. Eh, eh, I mean. You use speaking.	Defining Paraphrasing Use of discourse marker Filled pause
85	R	In verbal communication you use words to say something. For example now, we are using words, phrases, expression to tell idea eh an idea.	Spontaneous participation Using discourse markers Giving example Explaining

86	Teacher	Yes, you are right. And non verbal?	Asking for meaning
87	M	Me, this is when you express ideas with your body, gestures but no words. Eh, it is like mim, mimic?	Explaining Defining Filled pause Expanding ideas Hesitating Asking for help
88	Teacher	Miming. Yes, using you body language. Excellent. Could you please, think about the verbal and nonverbal communication that you sent and received today. Do you know how much words or facial expression did you use ? or body expressions?	Providing help Explaining Asking questions
89	D	Miss, I think that is not easy	Reflecting Giving opinion
90	Teacher	Why?	Asking for reason
91	D	Because you don't know or are pendiente?	Reasoning Use of formulaic language Asking for help
92	Teacher	aware	helping
93	D	You're not aware of how much words you use and your gestures are part of you when you speak. Osea, Eh I mean eh eh, Words and gesture usually go together.	Easily comprehensible Explaining Repaired Self correction Use of conversation breakdown expression Filled paused
94	Teacher	Excellent, D. these two areas of communication do not work separately when we are talking. But we must be careful because there some people that use a lot of gestures and not so many words. You know what I mean?	Positive evaluation Explaining Comprehension question
95	M	Yes, I have a friend that she always use gesture, very very gestures and she never remember how to say something and uses the arms and the head.	Adjacency pair Giving example Making meaningful personal associations Relating information to persona experience
96	Teacher	You got a point. We need to control that. And you must do it by controlling yourself or watching yourself when	Real communication Building concepts Advising

		talking. If you see that you are moving a lot try to stop and start again. Is that understood?	Checking comprehension Focus on fluency Ignoring errors
97	Some students	Yes, miss.	Showing understanding
98	Teacher	Good, perfect. Let's move on to the next item. Now, give three reasons why why listening is important in your daily life?	Keeping the pace of the lesson Asking for reasoning Asking to synthesize
99	M	It is important because a good listener has an impact in the message. It allow the communication to happen.	Easily comprehensible Reasoning Spontaneous participation
100	R	And, because, eh another reason, it is important to listen to other people, we are not alone. When we listen to can interact with others.	Reasoning Sentence starter Adding information
101	Teacher	Excellent point	Focusing on fluency Ignoring errors Positive evaluation
102	R	And, eh, nobody else. Well, because it is also to important to listen to people that show interest on them.	Free participation Sentence starter Filled pause Minimal pair Reasoning Formulaic language
103	Teacher	Excellent, girls, Now, Explain at least three ways to improve listening skills.	Positive evaluation Asking comprehension question
104	M	Me, please	Free participation
105	Teacher	Ok, M. Go ahead.	Encouraging participation
106	M	The first is concentrate, and dd we need to block out distraction and think about what you are listening, right?. Put attention to 0 key information.	Easily comprehensible Short pause Fill pause Synthesizing
107	T	Good, yes, it its important that when you are listening you need to care about what other people say. Pay attention. This will also mean you are interested in what the other person is saying. Ok another person that tells us the second reason.	Reviewing attention to particular aspect Explain Wrapping up Correcting

108	F	Teacher, me, Practice. use every opportunity you can to concentrate on what you hear.	Spontaneous participation Easily comprehensible responding
109	T	Good. This is very important, something we do not do so much. So, tell me how, how we can practice?	Follow up questioning Positive evaluation
110	J	When we have a conversation just try to listen to everything to ///what the person is saying. Eh eh Try also to/// listen to programs and summarize what is about.	Adjacency pair Short pause Filled pause Minimal pairs
111	Teacher	Now class, that was excellent. Tomorrow or next class we will refer to these concepts again. Now I want you to work on this individually: Outline your plans for improving your skills. Is that clear? Make a list of what plans you have for improving your skills. You have 5 minutes.	Asking for meaningful personal association Relating information to personal experience Setting time limits
		(students work silently. Some ask questions for vocabulary)	
112	Teacher	Ok that is enough. You have more than five minutes. Who can tell your outline.	Time activity control
113	D	Watch programs on TV that we usually not watch.	Free participation Internalizing
114	U	Also, you can spend time listening to the sound around you and also see there is sound you have not listened before	Adjacency pair Sentence starter Turn taking
115	Teacher	Excellent. That could be a good exercise because we sometimes we do not pay attention to some things, right? Another one.	Wrapping up Expanding
116	W	I will try so harder to listen to my parents. Sometimes I DON'T listen to them. I will do it, teacher.	meaningful personal association Relating information to personal experience
117	Teacher	That is a great point. Now we are going to move on. I will give you a short lecture on a topic. Please, listen carefully. Take notes. Using a map. Like the one professor Elkin your science teacher taught you how to do.	Sympathizing Using semantic maps Keeping the pace of the lesson Focus attention to special aspect Giving instruction Asking to transfer

			skill
118	M and I	A concept map?	Asking for clarification
119	Teacher	Yes, web map can be very helpful to concrete knowledge that is relevant for your learning.	Responding Direct explanation of the use of strategy
120	Teacher	Look at the word. Read it.	Focus attention on key word
121	Some students	Self-esteem.	reading
122	Teacher	What is self-esteem?	Asking for structure reviewing Asking for meaning Activating student previous knowledge
123	D	It is your opinion of you-	Telling meaning Using language to explain language
124	M	Yes it is the concept of yourself.	Free participation Adjacency pair Using language to explain language
125	Teacher	Excellent. Yes you are right. Self-esteem is your opinion of yourself based on your self-concept. You can high self-esteem and ...	Positive evaluation Wrapping up Eliciting
126	Some students	Low self-esteem.	Responding to eliciting
127	Teacher	Thanks. High self-esteem or low self-esteem. You may like the person you think you are, or you wish that person were different. For example, you see yourself as popular and you like being popular, look at the pictures, you see those women, you will feel good about yourself and have high self-esteem. If you don't believe you are popular but want to be you have low self-esteem. People who like themselves, that have high self-esteem, feel productive, capable and likable. Those who have low self-esteem, feel worthless, incompetent like these people on the picture. They don't feel comfortable..	Structured reviewing Explaining Using visual images Facilitating understanding
		(the adjective the teacher is using are written on the power point presentation template)	
128	I	What is worthless?	Asking for meaning Showing attention
129	Teacher	Somebody	Asking peer for help

130	D	You are not good at anything.	Telling meaning Use language to explain
131	S	Yes, not useful.	Giving meaning
132	Teacher	Well I was saying, you feel worthless, incompetent and unlikable. Now, did you know that communication, self-concept and self-esteem are closely related? Well. Communication affects your self-esteem and your self-concept and self-esteem affect your communication. We are going to look at this from both sides.	Connecting concepts
133	M	Just a moment, miss. I am writing.	Real communication Using maps
134	Teacher	Ok (after some minutes) done?	Keeping the pace of the lesson
135	M and some students	Yes	
136	Teacher	From the moment of your birth, people started talking to you and about you. These messages have continued ever since. After many years of receiving messages from other people, you have learned how you think other people see you and how they actually see you therefore, much of your self-concept has been built on verbal and nonverbal messages from others. A good self-concepts and high self-esteem are created through positive messages, a poor self-concepts and low self-esteem are created through negative ones. Look at those comments. Decide which might lead toward a good self-concept and which to a poor one. Tell me.	Helping assimilate new information Building concepts Explaining
137		(teacher shows the expressions on the power point presentation) what a beautiful baby. Toward a good self-concept or a poor one.	Helping assimilate new information
138	Students	Good	Showing comprehension
139	Teacher	She has her father's hear. Poor thing.	helping to build concept
140	Students	Poor	Showing comprehension
142	Teacher	You are so but so irresponsible	helping to build concept
143	Students	Poor	Showing comprehension

144	Teacher	I really missed you when you were sick.	helping to build concept
145	Students	Good	Showing comprehension
146		Excellent, you see how powerful can words be	Positive evaluation Focus attention on particular aspects
147	D	You are right. Remember when I told you about what my mother told me once in one of the classes. Well, My mother told “You can’t do the things ok. You are worthless”. I felt very bad and my self-esteem went low. But then, we have our friends and the teachers like you that tell you you are very intelligent. Good. This is a positive thing for your personality.	Following Context based Easily comprehensible Relating information to personal experience Easily comprehensible Long turn Filled pause Minimal pair
148	Teacher	Yes. Messages like these tell how others see someone. If most of the messages are negative, the listening might develop low self esteem. If most are positive, he or she is likely to develop high self- esteem	Connecting Building concepts Wrapping up
149	Teacher	Look at the board and discuss with your partner next to you. What kinds of messages do you send when your self-concept is poor and your self-esteem low?	Eliciting Involving students to build concept Stating patterns of interaction Providing cooperation Setting speaking activities Providing speaking opportunities
		(students start talking)	
150	Teacher	Yes, can we listen to some of your answers. Remember to start like this (showing the chart of the expression). We consider, or we discussed that... personally we think that...	Encouraging participation Direct explanation of the use of the strategies Asking the use of formulaic language
151	F	Ok me, no us. We consider that a person with poor or low self esteem or self concept is not confident when she is talking. She show she is shy. She does not participate in conversation.	Explaining Easily comprehensible Giving opinion Use of formulaic language

152	Teacher	Excellent. Other opinions?	Positive evaluation Encourage participation
153	K	We discussed that the point is very simple. If you are unattractive for example your poor self-concept and low self-esteem make you to be far from the social groups you would not talk or you will talk with few words and your gesture will be weird.	Use of formulaic language Giving example Use of discourse marker Easily comprehensible
154	Teacher	Excellent point. But what happens if your self-esteem is high. how does affect your communication skills?	Positive evaluation Asking opinion question
155	T	You feel secure, confident. And project a good image. For example if you feel intelligent you will sound intelligent, right or something like that.	Answering Giving example Giving opinion
156	Teacher	Good point. Just to sum up. The link between self-concept and communication is very important. Remember that your communication affects your self-concept and self-esteem and your self-concept and self-esteem affect your communication. Ok now, you will just finish your maps and some of you will wrap up what you learned today using your mind map. You will have some minutes, only to finish it. ok	Wrapping up Asking to use strategy Asking for structure review Setting speaking activity Asking for summarizing
		(teacher monitors and see some students' maps)	
157	Teacher	Ok, let me listen to some of you. Ok remember listening is very important in communication. In getting the right message. I will listen to three of you. Who wants to start.	Encouraging participation
158	M	I am first	Spontaneous participation
159	F	Second	Spontaneous participation
160	R	Third.	Spontaneous participation
161	Teacher	Well, you are the first, M.	
162	M	Communication is a process of sending and receiving messages. Eh, in the communication speaking and listening are very important. It is necessary to be a good listener so you can have the right message. There are verbal and non verbal	Using maps Summarizing Building concepts Synthesizing Short pause Contrasting

		messages. /// The verbal messages are the one that use words and the non verbal you use gestures. But you cannot separate them when you are communicating. Communication is connected to your self-concept and self-esteem. If you for example has a poor self-concept or low self-esteem you will feel very uncomfortable talking. ///You want to participate in social events or you are very shy to talk. But if they are high. The self-concept or self-esteem then you feel secure of the speaking. Ok eh finish.	Use of discourse marker Expressing result Use of discourse markers Giving examples Long turn Short length Easily comprehensible
163	Teacher	Excellent. Congratulation, girl. That was very complete.	Positive evaluation Congratulating
164	F	It is not long like M	Contrasting Self-aware
165	teacher	Do not worry.	Encouraging
166	F	Communication is a process of sending and receiving messages. These messages can be verbal like words, phrases, expression and non verbal like using the hands your body. But they are together. The way you communicate has an effect on your self-esteem or your self-concept. If you have poor self esteem or low self-concept your communication can be affected.	Easily comprehensible Short length Contrasting Discourse markers Expressing choice Condition Using maps Synthesizing Summarizing
167	Teacher	Excellent. Very very good.	Positive evaluation
168	R	Communication and self-esteem and self-concepts are very related. If you feel terrible about yourself, you will not feel good talking or speaking. You will be shy and not talk. If the self-esteem is high you will talk and talk with good message. You feel secure.	Spontaneous participation Condition Synthesizing Summarizing
169	Teacher	Excellent. Good job, girls. Now, I will give you these copies from this book we are using. Remember these books belong to the school, we cannot take them home unless is strictly necessary. I just have these copies done for you to read and prepare a speech (one minute), you will speak about why your partners should vote for you when running for class president. This is the self evaluation you will use that day. In 8 day you will do that. Follow the suggestions and tips on how to prepare a speech. What speaking	Resourcing Giving instruction Setting speaking activities Assigning task to be evaluated Homework Closing Time allowed to journal entry

		skills you should use. Please, read the way you will be evaluated. Ok if you have any question, <u>during the week in our school normal classes you can ask me.</u> Now, please, try to take these 10 minutes to write your journal entry.	
		(Teacher hands out the copies)	
170	Teacher	Ok, see you next class.	Finishing class

TRANSCRIPT 4
Classroom practice observation module 3 (Process and Product Evaluation)

Number of hours: 6

TURN	PARTICIPANT	PARTICIPATION	CATEGORIES
		The chairs were organized and students were place in groups while they were arriving.	Organizing material Planning the organization of learning environment/event(
1	Teacher	Ok, good morning, girls. How are you today? The class today will focus on foods and you. Basically we are going to talk about what is the food that you should eat. In other words, this chapter will help you to choose food that your body needs to grow and keep you healthy for years to come. These are the topics: what food does your body need? What are the basic four food groups? Planning your healthy meals. Using the daily food guide and for extra activity: Ok, in groups of three, imagine you are the boy in the picture and you could go into a grocery store, an example of grocery store is Olimpica, and buy any kind of food you like. Make a list.	Stating objectives Grouping Setting pattern of interaction Focus students' attention on objectives Activating students previous knowledge Giving instruction Contextualizing
2	D	Sorry. The food for us?	Asking question Adjacency pair Real communication
3	Teacher	Yes, the shopping list that you take home: groceries, fruits. What you buy to eat, write your shopping list.	Giving instruction
4	F	A list of things	Asking questions for comprehension
5	Teacher	Yeah you are going to build a list if you do not know how to say asks me or use these dictionaries.	Explaining the strategy
		(Teacher gives the students the dictionaries) After 15 minutes	Resourcing
6	Teacher	Ok I think everybody has finished.	Controlling the pace of the lesson
7	R	Yes, I can read our list?	Spontaneous participation
8	Teacher	Yes tell me.	encouraging
9	R	We will buy rice, eh potatoes, potatoes chips,	Short length

		chocolate, meat, eh /// carrots, some fruits for example apple, orange, strawberry, tangerine, pear and tomato de arbol, mango. Also oatmeal and chicken. We will also buy yogurt.	Easily comprehensible Use of L1
10	Teacher	Thanks, another group.	Encouraging maximum participation
11	L	We	Spontaneous participation
12	Teacher	Yes, tell me.	encouraging
13	L	We will buy rice, spaghetti, chicken, pork, and some vegetables and some fruits like orange, mango, maracuya and melon, ah /// eh watermelon, cracker, chocolate, coke.	Easily comprehensible Short length Filled pause
14	Teacher	Now, I am going to give you this piece of paper with some questions you are going to take these books and scan the answer of these questions. In the same groups. Pay close attention to the words that are highlighted. You have the definitions on the right top of your book. Read the words Carbohydrates, protein, vitamin and mineral. Ok let's start reading and answering the questions in groups. You have 20 minutes	Planning the organization of a learning environment Asking for scanning Setting time limits Advance organization. Selective attention
		(teacher hand out the question and the books)	Resourcing
		(teacher monitors and help with language)	Monitoring
15	Teacher	You only have 5 minutes.	Time activity control
16	D	No, some more minutes.	Asking for more time. Real communication
17	Teacher	Ok some 5 more and we start discussing the answer to your questions	Setting time limits
		(After 14 minutes)	
18	Teacher	Ok. One person from the group is going to give the answer that the group gave.	Giving instruction Organizing participation
19	M	We start, miss.	Spontaneous participation
20	Teacher	Ok, tell us. Speak loud. There is so much noise today.	Encouraging
21	D	Yes, they are celebrating the English day.	Real communication
22	Teacher	Well, that is why. I can see. Ok M. start with the first question. First, read the question and then your answer. Ah, something I forgot to tell	Giving instruction. Clarifying

		you, the group only gives one answer per questions if you have something else to add you do it but we are going to try to avoid repeating the same things. Ok,	
23	Some students	Ok , miss	
24	M	Ok, well, the first question is What kind of foods does your body need? Well, we need food that has nutrients. The six main kinds of nutrients your body needs are carbohydrates, fats, proteins. That is all.	Selective attention Focusing on main ideas
25	K	Miss, can we say something.	Real communication
26	Teacher	Yes, tell us.	Real communication
27	K	Well , we have to be careful as this books say because in the supermarkets they sell thousands of different kind of food but sometimes we do not know which one is good. Therefore, we need to know which are the nutrients. For example: carbohydrate are in the cereal and potatoes. That is why we consider that it is good to combine the food to get nutrients because not all the food contains all the nutrients. Right.	Short pause Real experience Formulaic language: example Reflecting
28	Teacher	Yes, you are so right. Let's recall: Our body needs food because the food contains nutrient that our body needs. However, these nutrients come in different forms that body cells can use to do their work and get energy. As the group mentioned the six main kinds of nutrients are the carbohydrate-that supplies the body with energy, protein –that the body needs for growth and repair cells, vitamin –the body uses vitamin to fight disease and control our processes, mineral –is used to build new cells. Are you taking notes? Remember, to use a mind map.	Advance organization Clarifying ideas Ask to use strategy Building concepts Asking to take notes Checking understanding Guiding discussing Repeating
29	H	Yes, we have our notes from this.	Taking notes
30		Ok , next question.	
31	R	This group:	
32	Teacher	Yes, read the question and answer.	Giving instructing
33	H	Ok, what are the basic four food groups? Ok, nutrition scientist. Is it correct?	
34	Teacher	Yes, scientist (scientist) it is correct.	
35	H	The nutrition scientists have developed a guide to make choosing foods easier or not difficult. This guide is called the basic four food groups. These are: the bread cereal group, the meat	Summarizing Easily comprehensible

		poultry fish bean group, the vegetable-fruit group and the mil-cheese group.	
36	Teacher	Ok, that is good, now look at the board. You have here the bread – cereal group. You can see in the pictures the food that belongs to this group can you name them? please.	Positive evaluation Building concept Explain Using visual Asking comprehension questions
36	Different students	The bread, the pasta, rice, spaghetti	responding
37	Teacher	Basically: in this group we find the grains, the bread, cereal, rice, pasta such as spaghetti, ravioli, etc. This group gives you carbohydrates, vitamins and minerals. The second group: the meat-.poultry-fish. Look at the picture. Tell me the food you see in this group.	Building concept Explaining
38	Different students	The fish, the chicken, the beef, the turkey, the pork.	Responding Content topics
39	Teacher	Excellent, this group gives you proteins, vitamins and minerals. The third group: the vegetable –fruit one. Such as...	Positive evaluation Asking comprehension questions
40	Some students	Broccoli, pineapple, avocado, tomato, orange, mango,	responding
41	Teacher	Ok yes, all those fruits and vegetables are good because they give you vitamins and minerals.	Wrapping up: Summarizing
42	D	It gives you the same as this other group.	Adjacency pair Spontaneity
43	Teacher	Exactly, that is why you need servings and ration of each group in a balance way. Later we will talk about that. Now, the four group, the milk-cheese group.	Building concept Asking comprehension question
44	U	Such as, the butter, the cheese, the milk.	Responding
45	teacher	Yes all dairy products. The dairy products are those that come from the milk.	Explaining
46	U	Lacteos.	Use of mother tongue Showing understanding
47	Teacher	Excellent, yes that is correct. This group gives you proteins, mineral and vitamins too. This group is good for your bones and teeth,	Positive evaluation explaining

48	D	Like the other groups.	Adjacency pair
49	Teacher	Yes, that is why we need to talk about the servings. This leads us to the next questions. Who wants to give the answer to that question?.	Explaining Asking for comprehension
50	F	Us	Participating
51	Teacher	Ok	
52	F	. Ok. What is the recommended amount of food from each group to eat in a day? Ok the recommended servings for each group are: from the bread-cereal group, eat four servings each day. For the meat poultry-fish-bean group, two servings, from the vegetable-fruit group, eat one or two servings and for the milk-cheese group each three servings each day.	Discussing Concept building Responding
53	Teacher	Excellent. As you can see, these servings are the one recommended because that depends on your body. We can find cases that some people need more vitamins than others due to a problem they have or a lack of something, I mean by lack something that is missing.	Explaining Building concept
54	J	Like me, teacher, I need more vitamin B because I have a problem with my blood. I have anemia?	Connecting to real life experience Emotional self consciousness
55	Teacher	Yes, anemia (T correct pronunciation). As you can see you must be careful, in case for example I cannot eat some vegetable and fat. It is not good for my colon	Meaningful learning Error correction
56	M	My mother suffers of the colon, too.	Real communication. Connecting to real experience.
57	Teacher	As you can see, in my case, for example, I need a healthy diet that maybe it is different from you because the servings may vary. Right? This leads us to the next answer to our last questions. Ok that group please.	Relating to personal experience Encouraging participation
58	D	The question is how can you plan healthy meals? We answer that you need to know yourself and the food that is really going to be good for you. Talk to your family if you have any heritage disease or you doctor of what can be good for you depending how old a person is.	Explaining Building concept Summarizing Formulaic language: contrasting

		But, for sure, you can get all the recommended servings from each food group at every meal during the day. You should eat healthy meat and healthy snacks.	
59	Teacher	Ok somebody else wants to adds something.	Encouraging participation
60	Teacher	Yes, what you want to say.	Encouraging participation
61	B	Also, we answer that you can use the four food groups as a guide for planning meals and snacks. Try not to use extra fat, salt and sugar because it can cause health problems.	Summarizing Building concepts Reasoning
62	Teacher	Excellent, you are so right. You must cut down on the number of extra foods you ear. Look at the picture. What can you see in the picture.	Positive evaluation Wrapping up: synthesizing Using visual
63	B	A bottle of ketchup, may ...	Responding
64		Silence	
65	Teacher	Yes, mayonnaise, what else	Encouraging speaking
66	H	Sauces, jams. Cookies	responding
67	Teacher	Yes, good. And this.	Guiding questions
68	H	Softdrinks	Responding
69	Teacher	Such as	Encouraging speaking Guiding questions
70	B	Coca cola, pepsi	
71	Teacher	That is right. Is this healthy food?	
72	J	No, it is not. This food have extra fat, and sugar and chemistry substance.	Showing comprehension Explaining
73	teacher	That is so right. You shouldn't eat a lot of quantity of this because it will cause help problems. We should try to cut down on the number of this kind of food. Now, look at this pyramid. What can you see there?	Explaining Building concept Using visual
74	M	The different food groups and the servings recommended for a healthy diet	responding
75	Teacher	As you can see here. You have all the food included. What you will do now, you are going to prepare a meal plan for a day. Your meal plan should include the recommended number of servings from each of the four food groups. You will present that to a group of students. I will be evaluating this as a speaking activity.	Giving instruction Setting activity Setting pattern of interaction Resourcing Providing material Engaging in hand on

		This is the way I will evaluate you: content: description of each group and why your choice of food. Use of vocabulary and concepts learned here. You have 20 to 30 minutes to prepare it. Here you are the colors, fine board to make your pyramid and rulers. It is an individual work.	activities
76		Students start working. Students ask teacher about how to say certain words.	
77	F	How do you say: esta es la apropiada para mi.	Asking for help
78	Teacher	How do you say apropiada?	Eliciting from student
79	F	Appropriate	Responding
80	Teacher	Well, then this...	Giving support
81	F	This is the kind of food appropriate for me.	Responding
82	Teacher	Good.	Positive evaluation
83		Students work alone. They use their dictionaries. After 30 minutes.	
84	Teacher	Ok ready.	Controlling the pace of the lesson
85	U	No, ten to fifteen minutes more.	Asking for time
86	Teacher	Ok,	Real communication
87	F	Teacher. Look at my pyramid.	Real communication
88	Teacher	It is beautiful	Real communication Positive evaluation
89	D	Yes, partner. It is nice.	Real communication
90	Teacher	Ready.	Controlling the pace of the lesson
91	D	Yes,	Real communication
92	Teacher	What about you?	Real communication
93	M	Yes, teacher.	Real communication
94	U	I am ready.	Real communication
95	Some students	Yes, finish	
96	U	Hurry (talking to another student).	
97	teacher	Now, get in groups of four. You are going to deliver your presentation. I am going to listen to you, I will sit in the groups. The others can be there and practice until I come. Remember, when I finish you have to write about what you learned here.	Grouping Assessing
98	D	Come here first.	
		T listens to each presentation.	

TRANSCRIPT 5
Classroom practice observation module 4 (Process and Product Evaluation)

Number of hours: 6

TURN	PARTICIPANT	PARTICIPATION	CATEGORIES
		Class was in the lab. Each student was sitting in a computer. Teacher has video bean projection showing the objectives.	Organizing material
1	Teacher	Good morning again. Today's class will be focused on what the career will be for you. This is a follow up of a previous class, remember the quiz you took about matching your personality to your ideal career. We are going to talk why working is important and matching my skills, talents to the ideal career.	Stating objectives Connecting objectives Secuencing
2	students	Yes, (some student nod).	
3	Teacher	Look at the board. Basically, what we are going to do is to discuss these two questions in pairs. Question one: What steps you can take to your future career. You have two questions. Could you please discuss in pairs, with your partner next to you, We are not going to work on the computer. What steps you can take to plan your future career. Now you are going to think of yourself. What are the steps? First I am going to do this, second I am going to decide on the university. Then I am going to talk to my mother. Then, you are going to discuss what kind of training and education your future career requires. You know what is training. Training is	Warming up Encouraging speaking Stating pattern of interaction Activating student's prior knowledge Resourcing Using technology Modeling Giving instruction Asking meaning
4	T	The preparation.	Answering Showing comprehension
5	Teacher	Yes, the preparation. The preparation you need in order to, you know, know about the knowledge, the skills your future career requires. Ok. Let's start discussing.	Explaining Setting speaking activities
		(teacher moves around to monitor students and helps with the language)	Monitoring

6	Teacher	You are supposed to be in the questions number two.	Controlling the pace of the lesson
		(Students are talking in English)	Use of L2
7	R	What steps you can take to plan your future career. Ok M. what is the first thing that you will do?	Controlling time Encouraging participation Pair work
8	M.	Study what I want	Answering Real communication Positive evaluation
9	R	To study at least what you want, good me too.	Repeating
10	M	So you choose a career you want. And study it. Do not study something you do not like.	Discourse marker Adjacency pair
11	R	Also, focus and concentrate on what you really want to study. So, eh another ...yes tell me.	Summarizing
12	T	Choose a good university.	Answering Adjacency pair
13	Teacher	Ok now, let's listen to all of you. One group here is talking about selecting the university you like to study. That is very important. Sometimes a university you choose do not give you the expectations you have. Something that you some university offer is that they focus on what students need. They are just built so students have a great time while studying. Choosing the right university is very important. Because if you are in a university you do not like you will have problems. You will be alone and feel terrible. That is something you should be careful. When I was in 11 th grade I want to study engineering but then my mom lost her job and I had to study in a public university and there was no system engineering. I entered to licenciatura but at first I did not like it. I did not like the people. I did not like the place. But after a	Explaining Building concept Meaningful connection to real life experience

		few weeks I met some friends that they are still my friends and things became better.	
14	M	I would like to study in Atlantic University also. I wanna study there because it is a good university and if I study very hard I can accomplish my goal. Eh what I want.	Spontaneity Discourse markers Short turn Short pause
15	Teacher	And if you want that you will get it. You want to say something	Encouraging participation Summarizing
16	S	First, finish the school, choose my career, then enter the university.	Discourse markers Use of transition words
17	teacher	Good. What kind of training do your future career requires?	Positive evaluation
18	G	I want to enter to Atlantic University. I want to study engineer. I think it is a good university.	Short turn Easily comprehensible
19	Teacher	And what kind of studies do you need for engineering.	Asking questions
20	G	Chemistry, biology,	Adjacency pair
21	Teacher	Chemistry	Adjacency pair Real communication
22	G	I like very much Physed	Answering
23	Teacher	Interesting: Physics! That is cool. What kind of training do you need for your future career? Focus first on what you want to study?	Correcting Ignoring grammar mistakes Focus on fluency
24	M	The career or the preparation?	Asking questions Real communication
25	Teacher	Just first focus on what career you want to study and then what kind of studies you need to be ready for the university.	Answering Explaining
26	M	Well , I want to study chemistry. And I think the most important is that you like it and eh eh and know chemistry. Ok	Sentence starter Filled pause
27	D	I want to study licenciatura en lenguas extanjeras Because I like English and I like children.	Spontaneity

28	Teacher	Interesting	Adjacency pair
29	H	I would like to be a teacher because I am patient.	Short turn
30	Teacher	You are so right. If you want to become a teacher what you need is to be patient. You need to be tolerant. And if you want to study chemistry or engineering you need to have logical thinking and some other abilities. Chemistry, mathematical abilities, in the area of chemistry. Yes, you want to say something	Adjacency pair Explaining Allowing participation
31	I	I want to study eh eh, engineering chemistry, I like mathematics and physics, it is very difficult. Eh //// you need a lot of concentration,. If I can't enter the university I'd like to study to study... relacionado how do you say? (talking to the student next to her)	Filled pause Long pause Discourse markers Asking for help
32	R	Related? (looking at the teacher) Teacher nods)	Giving support
33	K	Yes, related to mathematics.	Adjacency pair
34	M	I think that in your careers you also have to study English- // eh you can work in another, another country. And the English English opens the door to the people to get eh a better job.	Discourse markers Opinion Short pause Filled pause Repetition Self correction Reasoning
35	Teacher	That is so true. When you learn another language, think that it is very important what she is saying because many doors can be open, you can go to another country, you know, you can improve your English and have an excellent job. Ok let's continue. This is only the beginning. Ok you want to say something. .	Adjacency pair Building concept Generating knowledge
36	R	I want to be a veterinarian.	Expressing ambitions
37	Teacher	Oh yes, you told me. Why you want to be a vet?	Asking question
38	R	Because I like animals eh eh and it is important to help the animals.	Reasoning Filled pause
39	Teacher	It is important for you, and you have the	Explaining

		<p>talent to do that, right? You care about animals ,right? that is very important. You see. So, I want to tell you something. I will talk about women working today. You are going to listen and pay close attention to this lecture. As all of you are women, it's very important that you need to know that you need work. You need to be immersed in that part. Because sometimes we finish high school and we stay home. We get a lazy. We get a boyfriend and get married. And right now, we have can not afford us to stay home without working. We should give us this opportunity. The idea is just not to stay at home without giving yourself this opportunity of working and studying. I am going to show this graph that tells a little bit about women at work. As you can see the percentage of women working, look at this, is 56%, and the rest that is a very significant amount still at home. From this 56 percent, we have single women, 25%. Married women 56 percent. The widows, you know when the husband die, and the divorced a 19 percent. But look at this the percentage of women working with children under 18. It is 48 percent. You see is almost the half. As you can see when we have children we have to work. Especially, if we are divorced or we are a widow. It is very important that you you know this number. Because you are going to be part of this in the future. Right now, you are still a student. You are not working. But you can have a job after you finish school. Bu in the future you are going to be part of this percentage. It could be here: single woman working, it could be be here married woman working. Married women working. It could be here: we don't want that happen. divorced. Who knows. It could be here. And look at the picture. You know how hard it is to work and have children at the same me. But how relaxing it could be if you don't have kids. You can work without so much difficulty.</p>	<p>Generating knowledge Building concepts Lecture Checking comprehension</p>
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		Also when you are studying. Then, what it's the message. It is very difficult: working and at the same time looking after a child. So, life style preference of the employment status. Are you getting the ideas? Do you have a question of something you do not understand? I mean about the topic or explanation?	
40		(no audible)	
41	Teacher	We can see you want careers that you have to work outside. So, you,eh, can this in this graph, people not employed. But they have a job, but they do not work for a company. They work because they want to sell things. They are not working for	Generating knowledge
42	M	A company.	Short turn Real communication Listening
43	Teacher	Exactly, for specific employer. So, 45 and 42, the one that stays at home. And people who have full and part time jobs. For example, I have part time at the university. And also we have people that work full time. It means working 8 hours a day. And, in here, we have the number for not employed people, for women and men. As you can see the number of women that do not have a job in a company is higher than men's. you can see not employed is 33 and women 67. This number is from 2007. Maybe, the numbers have changed. As you can see, usually, men are the ones who are more employed. And women stay at home. In this graph, you can see the percentage of women at home working: selling things, tailoring, have a store. etc. It is higher than men. Well, this is important for you because you are going to be part of this number in the future. Then, why work?	Adjacency pair Generating knowledge Lecture Example
44	D	(No audible)	
45	Teacher	Sorry.	Asking for repetition
46	D	No, nothing. We will be working.	Answering Real

			communication
47	teacher	This is very important, now why to work? Go to university, study and then work? Why?	Asking questions for reflection
		(silence)	
48	Teacher	<p>Why, why you finish high school, then you go to university and after the university, you are going to work. Then look for a job? Because, how come you want to spend a lot of money and time on university studies. Because you want to work, be well prepared and have a good life. It is not that you study so hard and then you just stay home doing nothing not even trying to get a job. That shouldn't happen. I guess you want to study hard and then work. Well why work?</p> <p>From my perspective, that eh from my personal experience, /// we must work because we become an adult and we must earn a living. I do not want to depend on my mother anymore. Now, I have to make my living. I need to have my own house, my car, everything to live as a responsible adult. Have children and look after them. That is why I consider we have to work. Also, to be useful for society. People work to pay for their own needs and their family's needs. Because I consider I am going to be an adult and I would get married and support my family. You have to pay your own needs. You also need to survive. Pay utilities: the electricity, the water, I have to pay the house. And then if I have to kids I have to pay their food, school. Then I need to become independent. It is not just making money. That is my perspective: I consider that working is not just making money. But this is an option that you have because you need to have money to pay your things and get the money in a legal way. But as a person I feel very uncomfortable. I told you about it. This is from my personal experience. I can work in a place and I'm making a lot of money but I do not feel</p>	<p>Explaining Generating knowledge Building concepts Encouraging speaking Setting speaking activities Stating pattern of interaction</p>

		satisfied working there. For example, I can go to the United States, sweeping floors and making more money as a teacher but I feel very uncomfortable because that is not satisfying for me. So, I prefer to work in someplace and make some money but at the same time, feel good about it. So, work satisfies the basic human desire to be useful and active. We are part of something. As a teacher, working here is kind of rewarding. You are learning that is a reward. Not exactly the money. If feel useful. I feel active I am doing something for your life. Now discuss with your partner, according to your perspective you need to work.	
		(students talking) A conversation between one of the pair.	
49	D	I really consider that working is kind of good. Eth ///// because she can have money and then do something for your life and also help my family.	Giving opinion Discourse marker Long pause Short turn Sentence starter
50	F	Well I think /// eh that I will be a good doctor and help the people and also my family.	Adjacency pair Stating opinion Sentence starters
51		(students continue talking)	
52	Teacher	Ok who can share the opinion?	Encouraging speaking
53	J	Well, miss, because the studies change your life. You study so hard and this you want reward.	False starter Reflecting Short turn
54	Teacher	Good point.	Adjacency pair
55	M	Because you have another attitude. I mean, you study and you become more responsible about life. You see life in a different way. You work to change my family's life. To be somebody and help your family, your brother, your brother, for example. I want to work to help my little brother to study in the university.	Reason Discourse marker Reflecting Meaningful connection to real life experience
56	Teacher	You see her point of view. Pay attention to this: She wants to study and helps her	Summarizing Selective

		brother to study in a university. A different perspective. And I like it because of this phrase I want to change my family's life. Because if you study a career and you know the career is going to give you a job. That's change you view. /// I have an advice for you: do not expect that everything is going to come to you. There are some lucky people. There are some lucky people. They are at home and then, job calls to their doors. It was easy to get a job. I mean. But sometimes it is not that easy you have to send curriculum vitae, resumes, talk to people but try very hard. There are some people that are very good, excellent students and they get a good job because they are very responsible. You are the one who build your future. Do not let your boyfriend to build your future. You are the one who build your future. Another opinion.	attention on topics
57	D	Me, first, how do you say ejercer.	Participating Asking for help
58	Teacher	Sorry.	Asking to repeat
59	D	Ejercer, how do you say in English ejercer?	Repeating questions
60	Teacher	In what context, tell me the sentence	Providing help
61		Ejercer el puesto o la posición.	Answering
62	Teacher	Eh to be in a position of or work as	Helping
63	D	Well, first I can help my family.	False starter Transition Organizing
64	Teacher	Frist you can help your family, speak a little louder.	Requesting
65	D	Help my family and then work in an excellent position or work as a manager to make a good salary.	Expressing expectations
66	Teacher	Good somebody else.	Encouraging participation
67	K	I want to work /// eh cause I would like to buy a house or apartment, a car to have kids and help them with their things.	Short pause Discourse markers
68	Teacher	Yes, B, tell me.	Encouraging participation
69	B	I /// think that /// I work /// I look forward	Discourse

		to have a welfare.	markers Expressing opinion Short pause
70	Some students	What is welfare?	Real communication Listening Asking for meaning
71	Teacher	Welfare, when you have a minimal level of social support and well being. For example, I can afford food, going out, a place to live.	Providing language support
72	H	It also make feel good about you. It is personal satisfaction. For example if you are an engineer. You have skills and make you feel good in the place you work /// eh eh or a lawyer. Whatever.	Easily comprehensible Giving example Discourse markers Short pause Long turn
73	Teacher	That is so true. Also, if for example you are a lawyer.when studying you want to become an excellent lawyer and you actually become one. That is you accomplish what you wish. Some other opinions.	Adjacency pair Summarizing Encouraging speaking
		(Silence)	
74	Teacher	Now, I want you to build something. I want you first to imagine that you are at home doing this: wake up at 6 to attend the babies, then you have to clean the house, then the bathroom, prepare breakfast. Prepare the kids to school then you have wash the dishes, do the laundry. Then, you realize is 12. You have to prepare lunch, you kids come to school, your husband from work. And you have to stand your kids: I don't want soup why you make soup. Then your husband that was you beloved husband and tells you with an ugly tone: otra vez sopa.	Asking for reflection Explaining with real life experience
		(students laugh)	Showing

			comprehension Smiling
75	Teacher	You do not have any else to do. You do nothing and just soup again. No sirves para nada. Those are usually the words.	Giving examples of real life
76	J	Yes, my father.	Short turn Connecting real life experience Meaningful connection
77	Teacher	Then, wash the dishes, finish doing housework. Then dinner time. You have to do it. Then, you have to help your kids with their homework. Then you are there tired and go to “el cachaco de la tienda a poner la cara para fiar” and think about breakfast. You work only at home. Do you like this. This is how you picture your work	Explaining Asking for reflection
78	Some students	(no) I don’t want this (indistinctively)	Showing comprehension
79	Teacher	However, for working women, this is harder. Unfortunately, we have to handle things at home and at work. This is double but then we are strong and we handle it. You prepare breakfast and say goodbye to everybody very early because you need to be at work then if you have the money you can afford a maid. But something rewarding is that you can do both and you are doing something not only at home but at work: engineer. Your mother is also proud of you. You mother can tell my daughter is an engineer. But if it isnot like this. And your daughter, no she got married and at home.	Explaining Context based Focus on content
		(laugh) Yes, just being a housewife.	
80	Teacher	Now, you are going to read this article about Parachuting a job.	Asking for delay production
		(students start reading)	
		(teacher support student with vocabulary).	Monitoring
81	Teacher	Now, you are going to discuss these questions and then share one of your opinion. Be in groups of 4.	Stating pattern of interaction Giving

			instruction Setting a speaking activity
		(students working in group)	
		(teacher help with language).	
82	Teacher	Now. Let's share the answer. Ok. Cover your papers. What is the focus of this article	Checking answers Asking for main ideas
83	R	This group. We consider that the focus is that you need to find your ideal job. And that depends on your skills.	Easily comprehensible
84	Teacher	Good. What else?	Positive evaluation Encouraging participation
85	M	Well, that if you are going to look for a job. You must think in three things: the settings, that is that you feel comfortable working indoor or outdoors. Also, that you feel good working with people. And the reward. What you were talking about. The reward is kind of important. The reward, eh the reward, can be eh //// money: the salary or it could be the working with people.	Long turn False starter Discourse markers Long pause
86	Teacher	Excellent. Another group.	Positive evaluation
87	U	Well, they also say that basically /basikali/	False starter Mispronunciation
88	Teacher	/beisikali/	Error correction
89	U	Yes, basically (beisikali/ thanks, you need to match your skill with the job you want and you will feel very comfortable. And you will grow because you will become better in what you study. And have excellent rewards.	Correcting Long turn Summarizing Identify the main idea Being polite Easily comprehensible Relevant utterances
90	teacher	That is good. Now, let's focus on the next	Control the pace

		question.	of the lesson Organizing
91	K	This group,eh /// according to this article it is necessary to work because of personal rewarding. You feel good about it and also you can get or achieve ? is that Ok?	Reason Discourse marker Asking questions for correction
92	Teacher	Yes achieve.	Helping
93	K	Achieve your goal in life. Be the best doctor, the best hot dog seller, anything that you plan when you study in college or /// a university but be the best.	Real communication Reflecting Short pause
94	Teacher	Excellent.	Positive evaluation
95	D	Also that you need to work for money. And also because you like it. And if you choose a career because you like it then you are going to work in this. And if you get a a career that you do not like and /// eh and you are going to get a work on this because you are not going to like it.	Discourse markers Short pause Long turn Easily comprehensible Reasoning Adding
96	Teacher	Yes, that is true, if you don't like for example being an accountant when studying but your father pushed you to do it. Then you finish just to please your father but then when you work as an accountant you are not going to work happy in that position.	Real communication Building concepts Summarizing
97	M	Miss, that is what my /// my father /// what my father told me: study something you like that you will feel comfortable.	Participating Giving opinion Short pause Relating information to personal experience Making meaningful personal association with new information
98	U	My mother told me that.	Real communication Adjacency pair

99	Teacher	Again, this is so important. Do not forget. If you like your career and you have the job you like, you will be more successful. So it is important what she said. You need to do what you like. And choose the career you like to end up working on something according to your likes, skills talents. So, to start let's work a little bit on that. We are going to go through an exploration of your skill, talents. Remember last chapter. We were just matching your personality type with a career. Now, we are going to concentrate on your skills and talents and see what would be your ideal career and/or job. Do you like working with number? Like accounting. Do you like doing research? Do you like working with people? You just want to ask those questions? What skills do you have? What abilities do you have? And what are your qualifications? To work on that you are going to work on this page. Open, the internet explorer, it's this one. Type this. The URL is www.sdworkts/this345.com	Summarizing Reflecting Reviewing attention to particular aspect Engaging on activities Sequence Personal development topics Focusing on personal awareness activities Resourcing Using technology
		(Students working on the computers)	
100	Teacher	Yes, are you there. Ok give me a minute. I am going to show you the page on screen. This is the one you have to be opening. If this is not. Try again because there must be a mistake.	Modeling
101	D	This one?	Real communication
102	M	Here, this is.	Real communication
103	Teacher	Yes, this is the site. No, here it is underscore. You go enter. Can you see it on the board.	Giving instruction
		(Student working on the computer)	
		(Teacher helps students)	
104	M	Miss, I am there.	Real communication
105	Teacher	Here you have here career quizzes on talent and skills. You have other quizzes but you are going to work on abilities	Giving instruction Engaging on

		quizzes. Like this. For example. I can learn and understand things quickly. Then you have these options: easily, very easily, not easily, very difficult. Try to do it honestly. If you do not understand a word. Just go Merriam to Webster dictionary. You You will have the definition of the word. You need to type it here. Clear? Now, this will give you some advice on what career should be for you and then we go to the part of the ideal job. Ok let's start.	activities Controlling the pace of the lesson
		(Students working).	
106	Teacher	Now, tell me some answers.	Checking activity was done
107	B	Well, according to this test, my skills and talents are related to the numbers and yes, I want to study mathematics or engineering, miss. And I am going to be a teacher	Context based Answering Synthesizing
108	teacher	Excellent. There you go. Another students	Positive evaluation Encouraging participation
		(Silent, some students still working)	
109	Teacher	Ok yes,	
110	F	Me, according to my talents and skills, I am going to work on something related to language. Yes, I want to be an English teacher just like you.	Short turn Easily comprehensible Making meaningful personal association with the new information
111	Teacher	Well done. Well work very hard to be a university teacher and make a little more money.	Positive evaluation Camaderie
		(Laugh)	Comprehension Smiling
112	Teacher	Yes another-	Encouraging participation
113	F	According to this, I am work with children as a teacher or nanny but I like to be a teacher in pre school.	Discourse marker Making meaningful

			personal association Relating information to personal experience
114	Teacher	Excellent	Positive evaluation
115	D	Miss, this tell me that I would be a doctor. I like to help people and yes, I am going to study medicine.	Participating Spontaneity Short turn Easily comprehensible
116	Teacher	Excellent girl. Good job you can do these other test at home. Ok .	Positive evaluation
117	P	Miss , the journal.	Asking for journal
118	Teacher	Ok , thanks here you are. You have these last minutes to do it.	Time allowed for journal entry
119	Students	Ok. (students stand up and pick their notebooks).	
		(Silence)	
		(Students start writing)	
121	T	Ok class, the last thing we are going to do. As a final oral activity, you are going to be asked different questions about different aspects we have dealt here. There will even be certain questions about different topics. You are required to express your opinions. The idea is to assess your speaking skills. Is that clear?	
122	M	When. It is an exam.	
123	T	Yes, it is kind of the oral final exam. Ok. It is going to be in eight days. Next Friday morning.	
124	Teacher	Thank you girls for your attendance. Good bye.	Thanking Closing

Appendix M

Categories

CATEGORIES 1: VIDEO OBSERVATION

1. Teacher's procedure

1.1 Learning strategies instructions:

1.1.1 Metacognitive factors

1.1.1.1 Selective / reviewing attention for special aspects

1.1.1.2 Focus students' attention on objectives

1.1.1.3 Planning the organization of learning environment/event

1.1.1.4 Stating objectives

1.1.1.5 Monitoring production while occurring

1.1.1.6 Checking comprehension

1.1.1.7 Direct explanation of the use of strategies

1.1.1.8 Clarifying ideas

1.1.1.9 Checking understanding

1.1.2 Cognitive factors

1.1.2.1 Reviewing / Repeating

1.1.2.2 Asking (for information to be retained)

1.1.2.3 Using imagery

1.1.2.4 Asking to use known information to facilitate new learning task

1.1.2.5 Activating students previous knowledge

1.1.3 Socio affective factors

1.1.3.1 Stating patterns of interaction.

1.1.3.2 Providing cooperation among students for a learning task

1.2 General teaching techniques.

1.2.1 Provide support to use eliciting from the teacher or a peer

1.2.2 Ask for rephrasing or examples

1.2.3 Reducing anxiety about a task

1.2.4 Establish positive rapport

1.2.4.1 Joking

1.2.4.2 Smiling

1.2.4.3 Informal talking

1.2.4.4 Allow students-teacher camaraderie

1.2.5 Providing confidence for oral production

1.2.5.1 Language input

1.2.5.2 Modeling

1.2.5.3 Error correction

1.2.5.4 Teacher language support

1.2.6 Interest in learning process

1.2.6.1 Checking concepts

1.2.6.2 Checking understanding

1.2.6.3 Generating knowledge

1.2.6.4 Building concepts

1.2.6.5 Checking instructions

1.3 Speaking macro skills instructions

1.3.1 Providing speaking opportunities

1.3.1.1 Setting speaking activities

1.3.1.2 Encourage maximum participation

1.3.2 Focusing on the use of speaking strategies:

1.3.2.1 Asking the use of discourse markers

1.3.2.2 Focus students' attention to turn taking expressions

1.3.2.3 Encourage the use of L2

1.3.2.4 Focusing on fluency

1.3.2.5 Ignoring errors that do not interfere with communication

1.3.2.6 Emphasis on communication

1.4 Lesson structuring

1.4.1 Preparation

1.4.1.1 Activating students previous knowledge

1.4.1.2 Stating objectives

1.4.1.3 New vocabulary introduced and practiced

1.4.1.4 Focus attention on new words or key words

1.4.1.5 Focus on new concepts

1.4.2 Presentation of the new information

1.4.2.1 Providing support to assimilate new information

1.4.2.2 Building concepts

1.5 Language assessment

- 1.5.1 Monitoring assimilation of concepts through self evaluation
 - 1.5.1.2 Time allowed for journal entry
 - 1.5.1.3 Individual self evaluation checklist
 - 1.5.1.4 Whole class-concept checking
- 1.5.2 Monitoring assimilation of concepts through formal evaluation
 - 1.5.2.1 Assigning tasks to be evaluated
 - 1.5.2.2 Rubrics review
 - 1.5.2.3 Testing oral outcome
- 1.6 Personal development encouragement**
 - 1.6.1 Show genuine interest*
 - 1.6.1.1 Asking questions
 - 1.6.1.2 Get learners talking
 - 1.6.1.3 Provide reflection over topics
 - 1.6.1.3.1 Content based topics related
 - 1.6.1.3.2 Sharing own experience
 - 1.6.2 Acknowledgement*
 - 1.6.2.1 Valid those topics that are relevant
 - 1.6.2.2 Highlight significant aspects
 - 1.6.2.3 Recognize strengths and weaknesses
 - 1.6.3 Building confidence
 - 1.6.3.1 Praise (Making positive statement towards a performance)
 - 1.6.3.1.1 Congratulates
 - 1.6.3.1.2 Evaluating work in a positive way
 - 1.6.3.2 Asking for advice
 - 1.6.3.3 Provide rapport

2. Students' procedure

2.1 Meta cognitive behavior

- 2.1.1 Delay production (consciously deciding to postpone speaking to learn initially through reading comprehension).
- 2.1.2 Organizational planning (planning the parts, sequence or main ideas or language functions to be expressed orally).
- 2.1.3 Showing attention to some specific items by scanning.
- 2.1.4

2.2 Cognitive strategies behavior

2.2.1 Analysis

- 2.2.1.2 Deconstructing information
- 2.2.1.3 Relating information to previous concept
- 2.2.1.4 Relating information to mother tongue

2.2.2 Inference

- 2.2.2.1 Expand the meaning of statements
- 2.2.2.2 Identify the main ideas
- 2.2.2.3 Summarize
- 2.2.2.4 Compare and contrast ideas, objects and people
- 2.2.2.5 Solve problems
- 2.2.2.6 Explain what something is and what it does

- 2.2.2.7 Describe an object or a picture
- 2.2.2.8 Guess meaning from context
- 2.2.3 *Note taking*
 - 2.2.3.1 Using semantic maps
 - 2.2.3.2 Summarizing ideas
 - 2.2.3.3 Writing concepts
- 2.2.4 Applying imagery
 - 2.2.4.1 Identifying purpose of a text
 - 2.2.4.2 Remembering concept
 - 2.2.4.3 Relating new information to visual concept
 - 2.2.4.4 Guess meaning from context
- 2.2.5 Repetition strategies
 - 2.2.5.1 Reviewing information
 - 2.2.5.2 Concept checking
 - 2.2.5.3 Relating/connecting information to prior knowledge
 - 2.2.5.4 Rephrasing
- 2.3 Social mediation
 - 2.2.1 Working with peers (In groups, in pairs)
 - 2.2.1.1 Asking questions for clarification (a peer or the teacher)
 - 2.2.1.2 Working with peers (to solve a problem or accomplish a learning task)
 - 2.2.1.3 Asking questions for correction
 - 2.2.1.4 Asking for explanation
- 2.3 Content interaction**
 - 2.3.1 Emphasis on content
 - 2.3.1.1 Reading about clear-cut topics
 - 2.3.1.2 Discussing/debating content subjects
 - 2.3.2 Cross curricular content
 - 2.3.2.1 Dealing with natural science topics
 - 2.3.2.2 Dealing with human development topics
 - 2.3.2.3 Dealing with technology aspects
- 2.4 Speaking skill patterns**
 - 2.4.1 Overcoming limitations
 - 2.4.1.1 Switching to mother tongue
 - 2.4.1.2 Getting help asking questions
 - 2.4.1.3 Using mime or gestures
 - 2.4.1.4 Using language to explain language
 - 2.4.1.5 Using controlled communication breakdowns expressions
 - 2.4.2 Communication strategies
 - 2.4.2.1 Paraphrasing
 - 2.4.2.2 Asking conversation questions
 - 2.4.2.3 Taking turns controllers
 - 2.4.2.4 Using minimal response
 - 2.4.2.5 Comprehension checks

- 2.4.2.6 Speech rate (slow-fast)
- 2.4.2.7 Pause length (short-long)
- 2.5 Fluency phenomena (automatic procedural skill)**

- 2.5.1 Temporal variables
 - 2.5.1.1 Length of run (number of syllabus between pauses)
 - 2.5.1.2 Filled pause (e.g. erm)
 - 2.5.1.3 Repetition (Increased topic control)
- 2.5.2 Overcoming hesitation phenomena
 - 2.5.2.1 Self corrections
 - 2.5.2.2 Use of discourse markers
 - 2.5.2.3 Sentence starters
 - 2.5.2.4 Use of Formulaic language
 - 2.5.2.5 Emphasis on oral production
 - 2.5.2.6 Exclusive use of L2

2.6 Meaningful learning

- 2.6.1 Vision
 - 2.6.1.1 Cross curricular activity
 - 2.6.1.2 Context-based (real personal experience)
 - 2.6.1.3 Problem solving activity
 - 2.6.1.4 Transferring knowledge
 - 2.6.1.5 Fun while learning
 - 2.6.1.6 Enjoying learning
- 2.6.2 Learning task
 - 2.6.2.1 Internalization
 - 2.6.2.2 Empathy fostering
 - 2.6.2.3 Beyond classroom activity

3. Resources

- 3.1 Use of content text
 - 3.1.1 Getting new information
 - 3.1.2 Reading to summarize main ideas
 - 3.1.3 Building vocabulary
 - 3.1.4 Homework
 - 3.1.5 Work on suggested activities

3.2. Authentic material

- 3.2.1 Web sites
- 3.2.2. Academic texts
- 3.2.3 Realia

CATEGORIES 2: JOURNALS

- 1. Metacognitive process
 - 1.1 Process of conscious learning
 - 1.1.1 Awareness of confidence when speaking
 - 1.1.2 Recognition of increasing fluency
 - 1.1.3 Awareness that familiar content knowledge increases fluency

- 1.1.4 Awareness of building proficiency
- 1.1.5 Self assessment
- 1.2 Vision
 - 1.2.1 Motivation to learning
 - 1.2.1.1 Enjoying learning
 - 1.2.1.2 Eager to participate
 - 1.2.1.3 Fun while learning
 - 1.2.2 Evaluating own progress
 - 1.2.2.1 Reflecting
 - 1.2.2.1.1 Identify strength
 - 1.2.2.1.2 Identify weaknesses
 - 1.2.2.1.3 Identify progress
 - 1.2.2.2 Recognition of helpful cooperative work
 - 1.2.3 Situated cognition
 - 1.2.3.1 Cross curricular activity
 - 1.2.3.2 Context based learning activity
 - 1.2.3.3 Problem solving activity
 - 1.2.3.4 Cognitive apprenticeship
 - 1.2.3.5 Transferring knowledge
 - 1.2.3.6
 - 1.2.3.7 Internalization
 - 1.2.4 Learning context
 - 1.2.4.1 Empathy fostering
 - 1.2.4.2 Beyond classroom activity
- 3 Personal development awareness
 - 2.1 Self awareness
 - 2.1.1 Emotional self consciousness (needs and desires creating a greater skill in understanding our own nature, our limits)
 - 2.1.2 Self confidence
 - 2.1.3 Accurate self assessment
 - 2.1.4 Decision making

CATEGORIES 3: STUDENTS' INTERVIEW

Interviews done to students

- 1. Metacognitive process
 - 1.1 Process of conscious learning
 - 1.1.1 Awareness of confidence when speaking
 - 1.1.2 Recognition of increasing fluency
 - 1.1.3 Awareness that familiar content knowledge increases fluency
 - 1.1.4 Awareness of building proficiency
 - 1.1.5 Self assessment
- 2. Content interaction
 - 2.1.1 Emphasis on content

- 2.1.2 Cross curricular content
 - 2.1.2.1 Dealing with natural science topics
 - 2.1.2.2 Dealing with human development topics
- 3. Social mediation
 - 3.1 Working with peers (In groups, in pairs)
 - 3.1.1 Asking for help
 - 3.1.2 Asking for explanation
- 4. Cognitive strategies
 - 4.1 Relating information to previous concepts
 - 4.2 Concept formation
 - 4.3 Drawing conclusion
- 5. General teaching techniques
 - 5.1 Emphasis on oral production
 - 5.2 Exclusive use of L2
 - 5.3 Language input
 - 5.4 Teacher support
- 6. Vision
 - 6.1.1 Motivation to learning
 - 6.1.1.1 Enjoying learning
 - 6.1.1.2 Eager to participate
 - 6.1.1.3 Fun while learning
 - 6.1.2 Evaluating own progress
 - 6.1.2.1 Reflecting
 - 6.1.2.1.1 Identify strength
 - 6.1.2.1.2 Identify weaknesses
 - 6.1.2.1.3 Identify progress
 - 6.1.2.2 Recognition of helpful cooperative work
 - 6.1.3 Situated cognition
 - 6.1.3.1 Cross curricular activity
 - 6.1.3.2 Context based learning activity
 - 6.1.3.3 Problem solving activity
 - 6.1.3.4 Cognitive apprenticeship
 - 6.1.3.5 Transferring knowledge
 - 6.1.3.6 Internalization
- 7. Personal development awareness
 - 7.1 Self awareness
 - 7.1.1 Emotional self consciousness (needs and desires creating a greater skill in understanding our own nature, our limits)
 - 7.1.2 Self confidence
 - 7.1.3 Accurate self assessment
 - 7.1.4 Decision making
- 8. Vision
 - 8.1.1.1 Cross curricular activity
 - 8.1.1.2 Context-based (real personal experience)
 - 8.1.1.3 Problem solving activity

- 8.1.1.4 Transferring knowledge
 - 8.1.1.5 Fun while learning
 - 8.1.1.6 Enjoying learning
 - 8.1.2 Learning task
 - 8.1.2.1 Internalization
 - 8.1.2.2 Empathy fostering
 - 8.1.2.3 Beyond classroom activity
- 8.2 Expressing satisfaction
 - 8.2.1 Positive feedback towards goal achievement.
 - 8.2.2 Positive feedback towards needs addressed
 - 8.2.3 Satisfaction with types of assessment.

Appendix N STUDENTS' JOURNALS

JOURNAL 1

Sesión #1

bueno esta es la primera vez que tengo este tipo de clases, la verdad fue que me gusto mucho ya que fue algo diferente a lo que normalmente hago.


Identifique mis características, me di cuenta lo que de verdad me gusta hacer, mis fortalezas, mis debilidades, mis pasiones, mis defectos entre otros aspectos.

La Verdad es que hay veces que no entiendo bien pero luego fui entendiendo.

Confieso que antes no me gustaba de mucho el inglés, pero al dar estas clase me estoy acostumbrando de este idioma.

Al ver a todo el mundo hablando me dan ganas de hacerlo.

Fue una linda experiencia ya que estoy aprendiendo muchas cosas a la vez y lo más bonito es que me van a ayudar para mi vida en un futuro.



CATEGORIES
Content and language integrated instruction awareness.
Noticeable difference Language oriented classes from Content and language integrated instruction.
Self assessment.
CLIL component: cognitive.
Self-assessment
Weakness overcoming
Open attitude to learning
Emphasis on oral production activities
Extrinsic Motivation to learning
Willingness to peer interaction.
Life long learning competence

Día Mes Año

Sesión #2

hoy aprendí mucho más sobre mí.
 En cada clase me asombro más de
 yo misma y de esas cosas que están
 en mí pero no había descubierto.
 En esta clase seguimos con la
 temática pasada. lo que más me
 gustó fue haber conocido mi identidad
 por completo y parece raro y
 confuso pero mientras aprende de mí
 también aprendo a dominar el idioma
 hoy me tuvo leer aunque me fuese
 nerviosa y creo que no hice tan
 bien me sentí muy feliz con solo
 haberlo intentado. mi parte favorita
 fue pintarme las manos y plasmar
 la la cartilera ☺

CATEGORIES

Self assessment.

Content and language integrated
instruction.

Self-assessment

Reading aloud to improve
pronunciation
Language input.

Weakness overcoming

Self confidence

Project development activity.
Classroom methodology

Día Mes Año

Sesión #3

hay llegue un poco tarde porque me tuvo esperar a mi tío pero en fin llegue.

La clase hoy tuvo que ver con las partes de mi cuerpo para ser más específica como mis huesos. Empezamos hablando en inglés sobre nuevos palabras para mi diccionario mental y más facilidades para comprender mejor. Luego el profesor elkin nos dictó la clase en español claro la vino traduciendo. Estas clases me hacen mucho bien porque estoy recordando y aprendiendo es un buen método y lo mejor de todo estoy aprendiendo más sobre el inglés. En cada clase me convence más que fue lo mejor haberme incluido en este proyecto.



CATEGORIES

Self assessment.

CLIL component: content

Lexis development
Generating language
Cross curricular content link among subjects.

CLIC component: content

Content specialist.

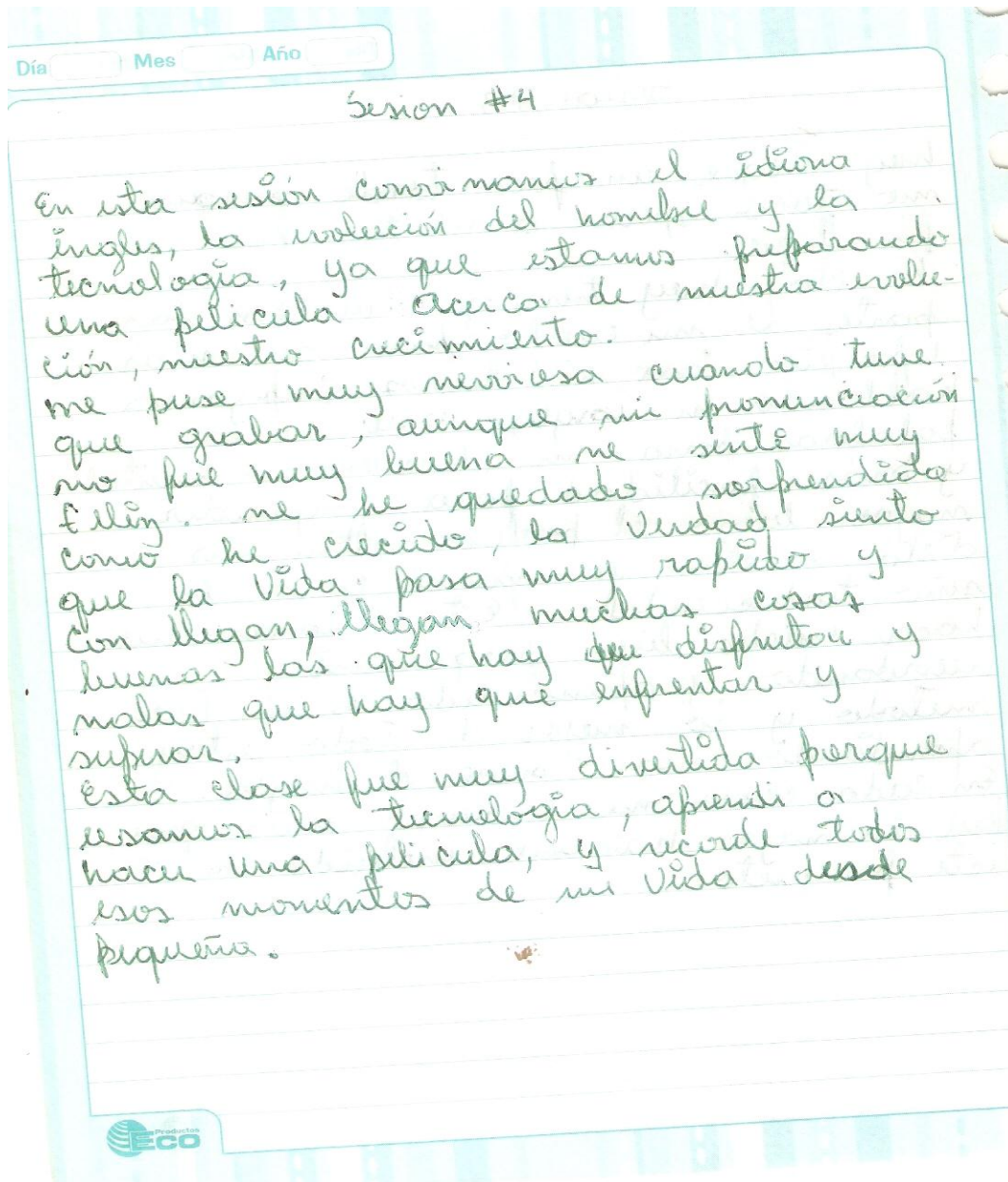
Weakness overcoming

Self confidence

Project development activity.

Effectiveness of teaching strategies.

Learning language through content.



CATEGORIES
CLIL component: content. Material: CALL Type of activities: learning by doing.
CLIL component: content Reflection on feelings.
Personal development awareness: ethical decisions, how to face and overcome problems. Content based: personal development.
Meaningful learning.
Fun in class: extrinsic motivation
CALL Material
Project based using technology.
Learning language through content. Cognitive strategy and socio affective strategy

Día Mes Año

Sesion #5

Esta clase fue realmente distinta, fuimos a la U del Norte. wow esta universidad es espectacular, tiene tiendas, restaurante y tiene una buena tecnología. Es como una mini ciudad ☺.

Este día Aprendi muchas cosas, pude explorar lo que realmente me gusta, Cuales son mis habilidades, lo que realmente me gustaria estudiar sobre todo en lo que más me destaca.

tambien refrese una lección para mi vida y es que tengo que estudiar para ser alguien en la vida, que por ningún motivo lo deje de hacer y menos por un hombre ya que ellos van y vienen, tengo que estudiar, ser alguien, conseguir un buen trabajo, ser exitosa y tener mucho dinero para comprar, ayudar a mi madre y sobre todo para no estar mantenida a nadie que luego me quiera de esclava.



CATEGORIES

Meaningful learning in a real context.

Self assessment

Personal development awareness.

Inner reflection on content learned.

Production of topic.

Content studied building personal reflection.

Día Mes Año

Sesión # 6

En esta clase me la pase muy bien porque mientras aprendida como estaban divididos los alimentos, en que grupo estaban, me reía de como cantaban los niños en inglés de lo motivados en el Karaoke.

Esta fue mi última sesión y me he dado cuenta que todas estas clases me han servido de mucho para mi crecimiento personal.

He aprendido, descubierto, explorado, recordado, aclarado, refinado cosas que yo sé que me van a ayudar en toda mi vida, me van a permitir a llegar a mis objetivos sin importar la situación, ni los obstáculos que encuentre en este largo y duro camino.

CATEGORIES

Self assessment.

Distraction by noisy environment.

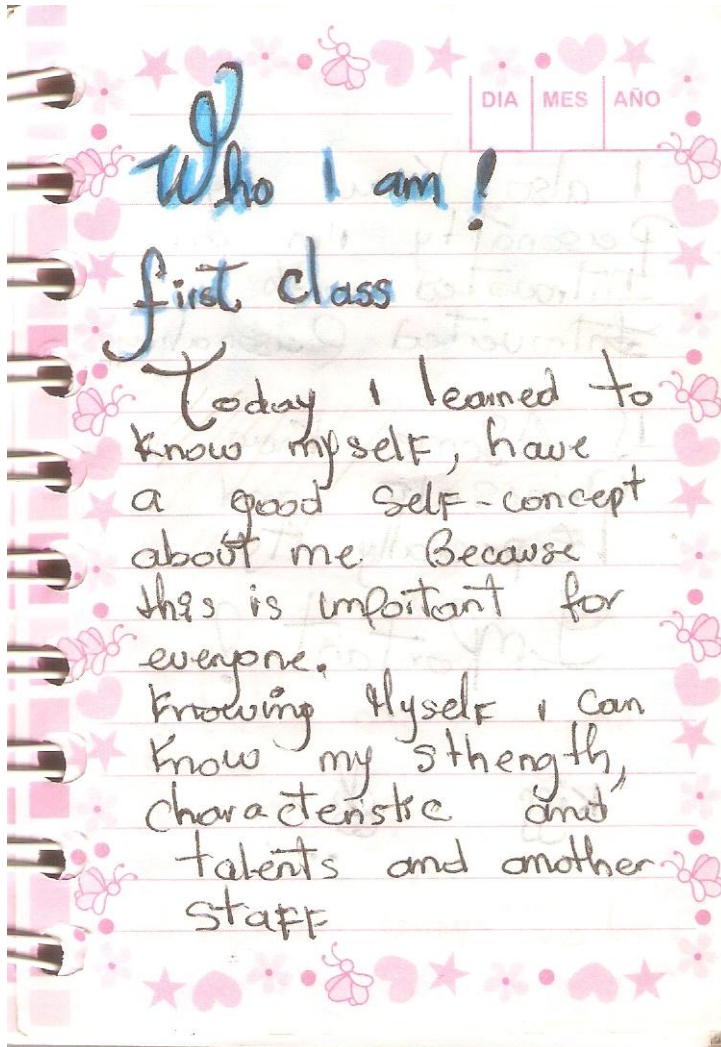
Teaching strategies building personal development.

CLIL cognition: high thinking skills development.

Life long learning competence.

STUDENTS' JOURNAL

JOURNAL 2

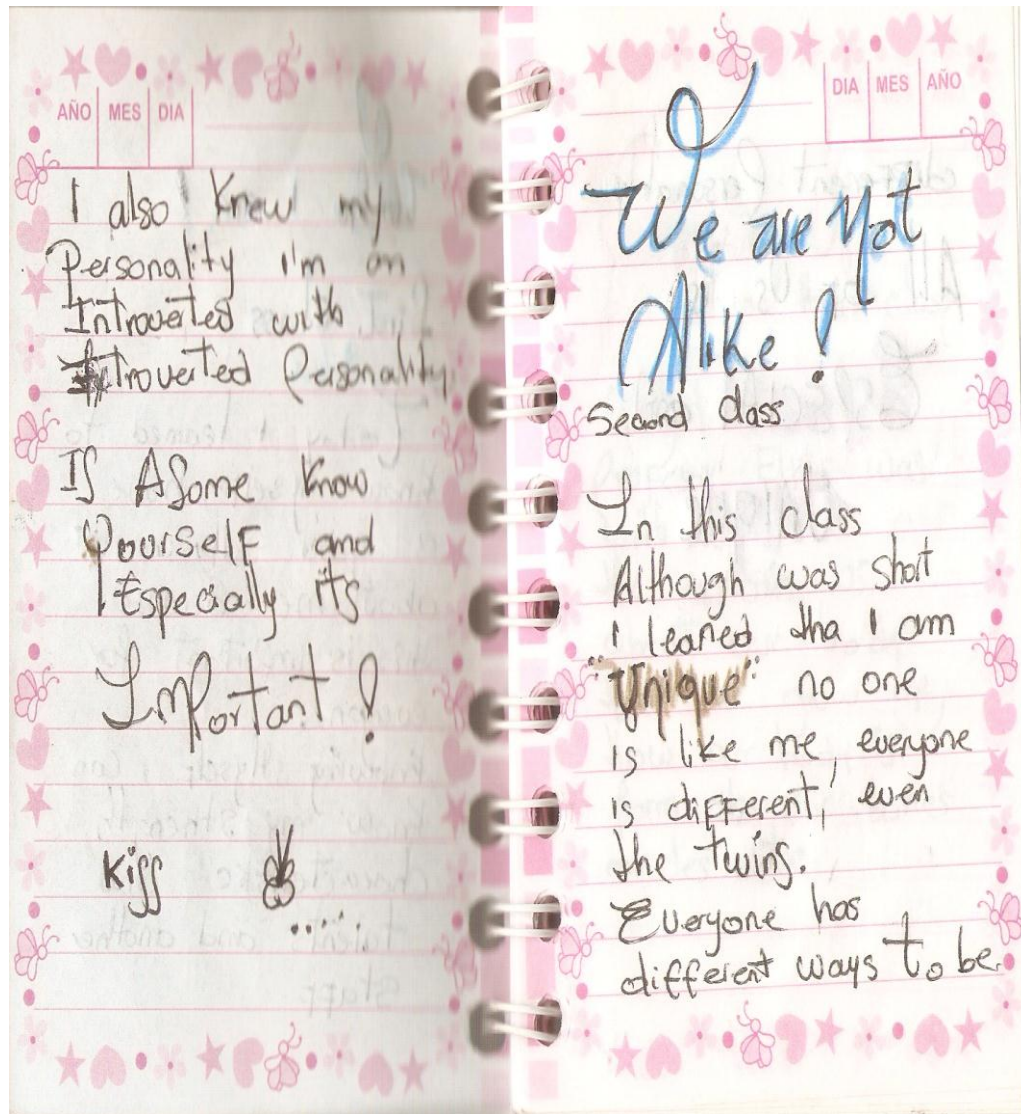


CATEGORIES

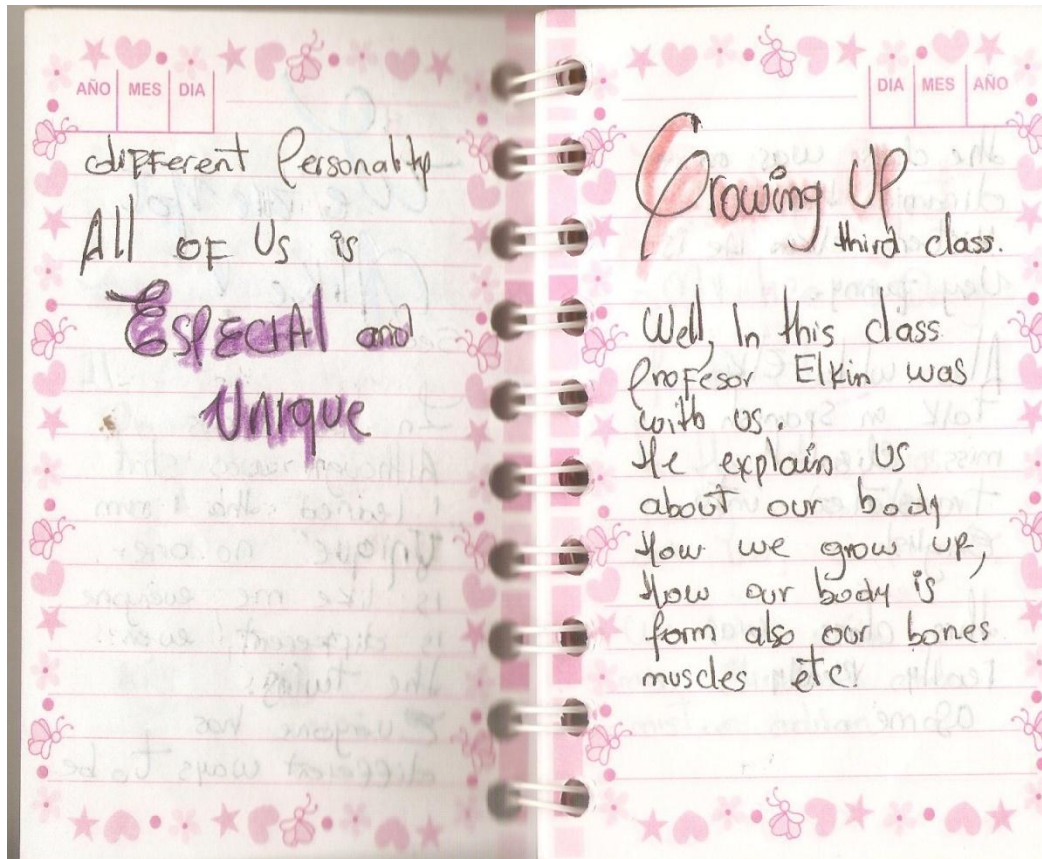
CLIL component: content.
Use of target language,

Self assessment
Personal development awareness.

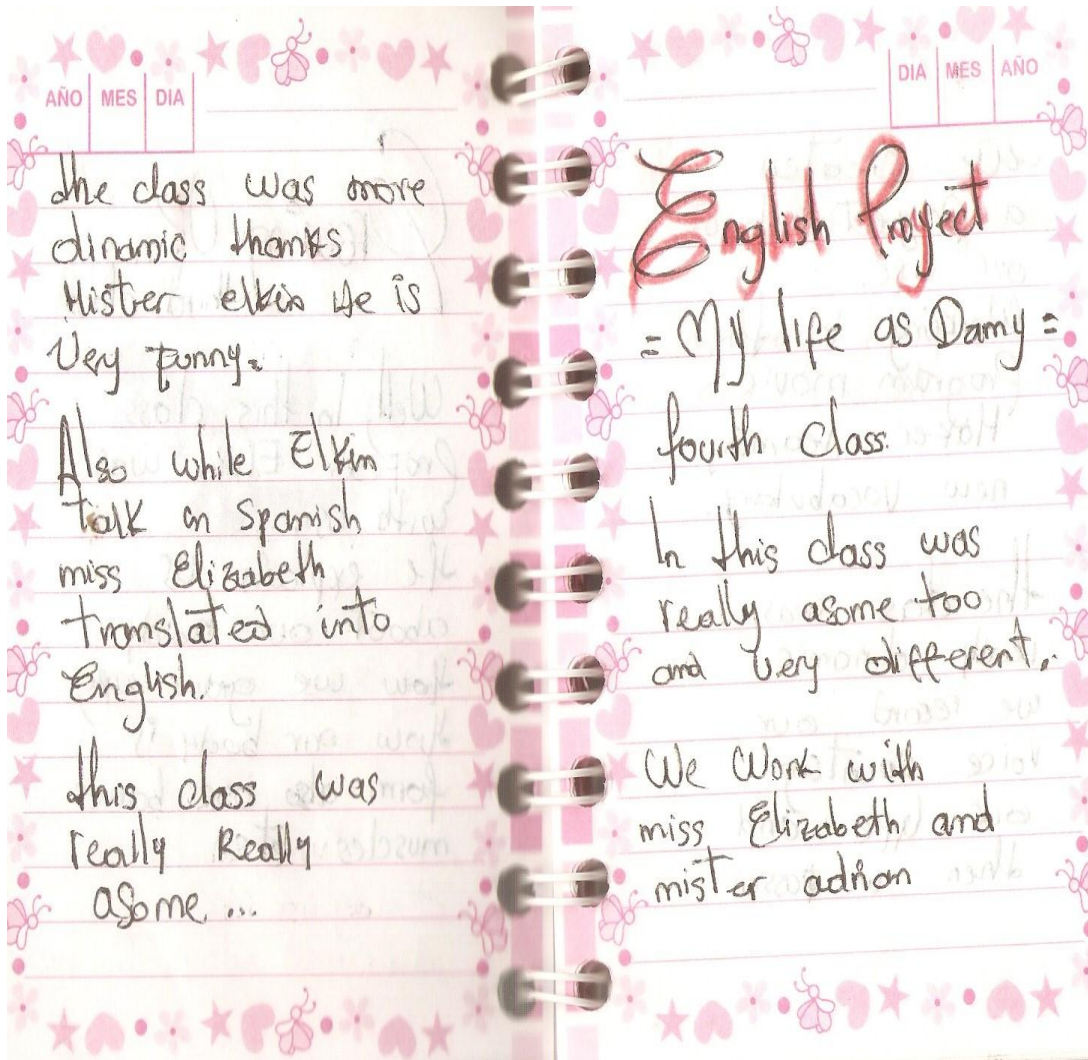
Content topics: personal development



CATEGORIES
CLIL component: content. Self assessment.
Personal development awareness. Meaningful learning.
Content topics: personal development



CATEGORIES
CLIL component: content. Content specialist reinforcing concepts.
Content topics: personal development
Development of lexis: content subject.



CATEGORIES

Content specialist.

CLIL component: content

Comfort with CLIL Teaching strategies.

Bilingual environment.

Comfort with CLIL Teaching strategies.

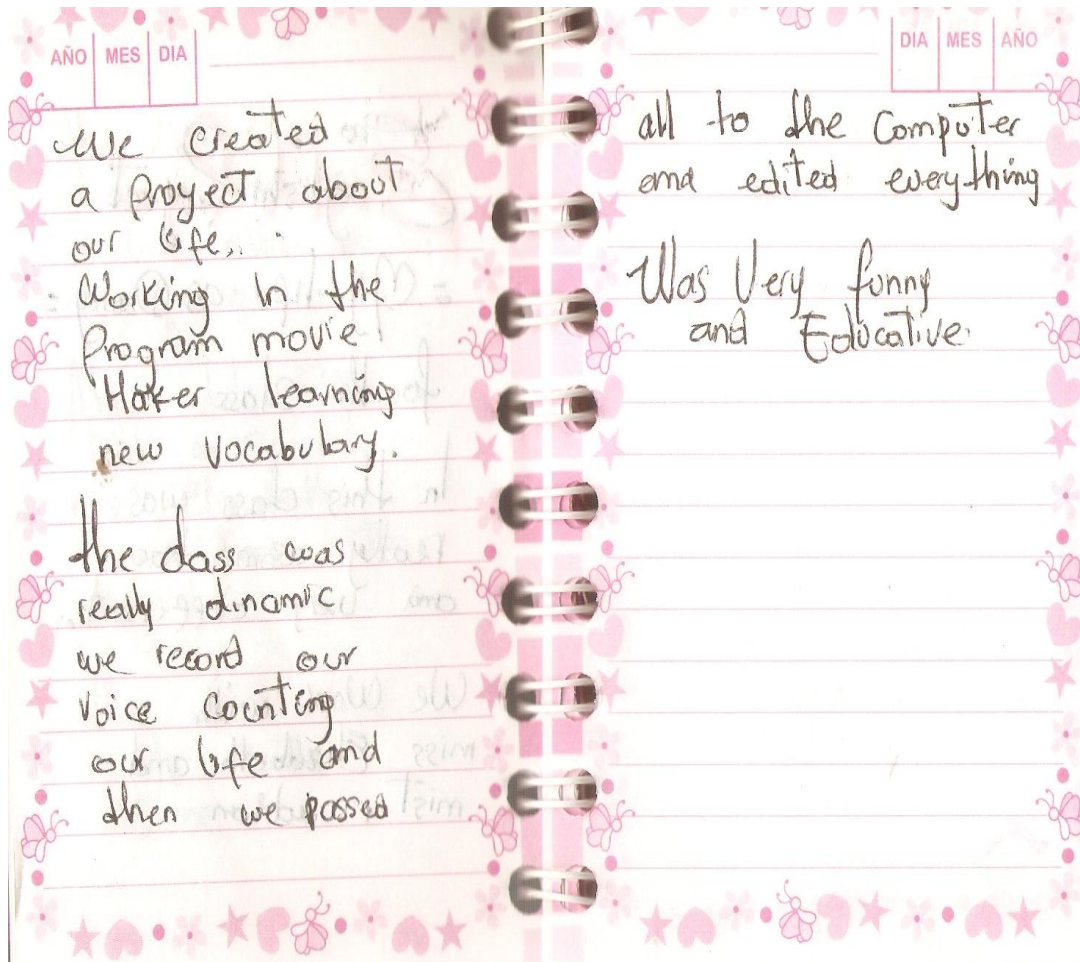
CLIC component: content

Differentiation on teaching strategies:
language oriented from content based
instruction.

Project development activity.

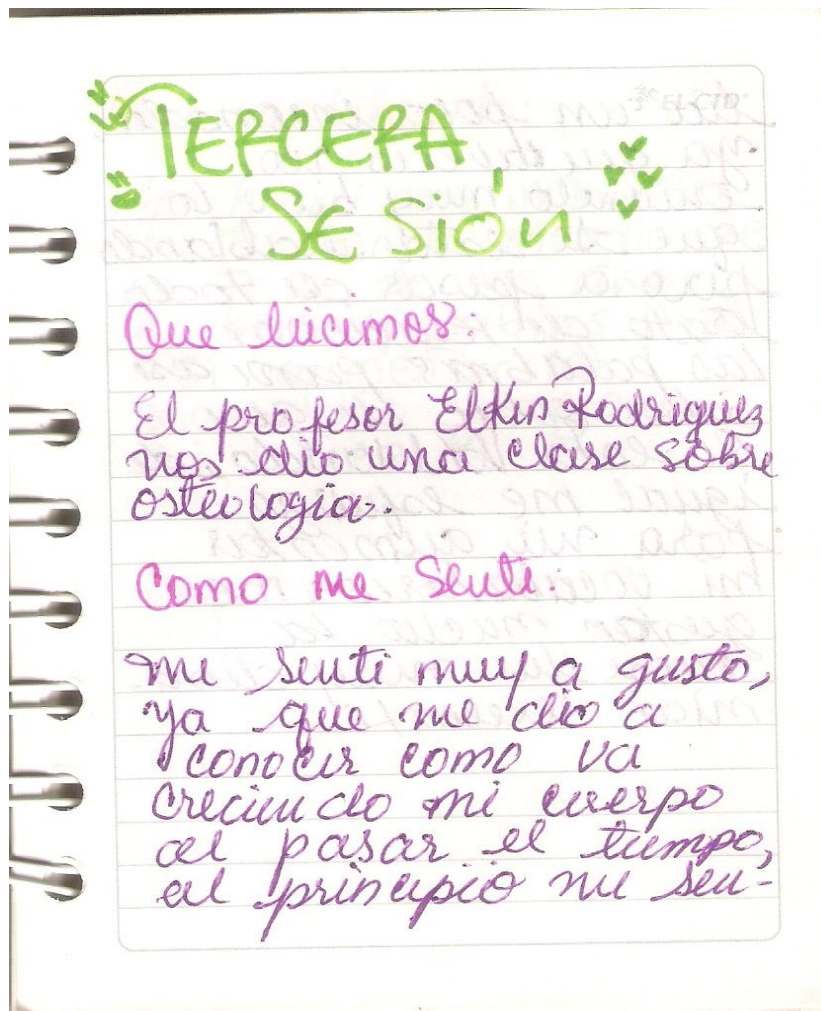
Content specialist.

CLIL component: content



CATEGORIES
Project based activity.
CALL material.
Lexis development
CLIC component: content
Meaning learning.
Cognitive strategy: learning by doing.
Content specialist.
CLIL component: content

JOURNAL 3



CATEGORIES
Content specialist (Soft CLIL).
Self-assessment.
Meaningful learning

tía un poco incomoda,
 ya que a veces no
 entiendo muy bien lo
 que se está hablando
 pero a pesar de todo
 trato de relacionar
 las palabras para así
 saber sobre de qui
 se está hablando, de
 igual me esfuerzo
 para mi aumentar
 mi vocabulario, me
 gusta mucho la
 clase fue muy diná-
 mica excelente.

Que aprendí:

Aprendí que mi cuerpo
 va creciendo mediante
 el paso de los años
 nuevas palabras para
 así aumentar mi
 vocabulario y mejorar
 mi léxico.

CATEGORIES
Self assessment
Emphasis on oral production.
Cognitive strategy: inferring.
Weakness overcome
Cognitive strategies: Content.
Personal development awareness.
Content lexis development.
Future needs. Meaningful learning.
Meaningful learning.
Satisfaction with teaching strategies.
Enjoy learning

CUARTA SESION

Que hicimos:

El profesor Adrian nos explico como hacer un video mediante movie maker, fue espectacular la veracidad ante esa clase y especialmente porque el video era sobre mi crecimiento y eso fue bonito ya que le pregunte a mi mamá y

papá sobre muchos cosas que me pasaron de pequeña, algunos recuerdos fueron muy divertidos, lastima que en el video no puede mostrar algunas fotos de mi cumpleaños o de mi nacimiento cuando era tan solo una bebesita mi mamá me dice que era la consentida y que naci con algunas enfermedades y a pesar de todo era gordita pero ahora no entiendo por que soy delgada

CATEGORIES

Content based specialist.

CALL activity.

Self awareness

Project activity

Lo logarlo. Cada día
que pasas es mucho más
importante el inglés y
quiero cumplir ese objeti-
vo.

QUINTA SESIÓN.

Que hicimos.

Visitamos la univer-
sidad del norte. ~~Se~~
hicimos un recorrido
por ella, es una her-
mosa universidad.

gastar nuestro dinero.
hicimos un test pa-
ra mirar como se
estamos en cada
competencia. Para así
mirar si la carrera
escogida es la corre-
cta.

Que aprendí.
Aprendí a como ma-
nejar el dinero, a
saber que ~~debo~~ prime-
ro voy mirar mis
competencias para
así saber elegir cual
es la carrera para
cada persona.

CATEGORIES
Self assessment.
Hand on activities
Teaching strategies building personal development.
Project work
CLIL cognition: high thinking skills development.
Life long learning competence.

JOURNAL 4

10 Sep - 2011

1era Clase.

En la primera clase me senti muy bien conmigo misma, me desarrollé mucho mejor que anteriormente en otras clases porque hablamos de nosotros mismos y nuestra personalidad que tipo de persona creo y como son tus relaciones sociales, me identifiqué mucho como una persona, extrovertida, sentimental, e inteligente. Creo que tengo todo de un poco y eso es bueno en los amistades.

CATEGORIES
Affective factors.
Self confidence
Meaningful learning
Self assessment.
Emphasis on oral production.
Content topics: personal development
Meaningful learning: affective factors.
Personal development awareness.

Cada vez estoy mejorando
 mas en ingles me da
 mucho miedo hacerlo
 pero quiero lograrlo, cuando
 mis compañeros pasaron
 al frente y dialogaron
 sobre el autoestima relacio-
 nado con su familia me
 senti muy triste y creo que
 yo debo mejorar mi autoestima
 junto con mi familia,
 superar este caso para
 desenvolverme mejor en mi
 vivir diario, cuando
 entendí esto me di
 cuenta que me sentia
 mejor, entendia mas
 mas las cosas lo que

me ayudo a comprenderlos.

Objetivo = Reconocer quien
 eres en Realidad.!!!

↓
 Autoestima alta.

↓
 Mejoria con la familia

↓
 Comprensión en clase

↓
 Reconocimiento Personal.

↓
 Como Ser humano
 Autonomo.

CATEGORIES

Speaking skill development.

Objective awareness.

Self assessment.

Cognitive strategies: graph
 organizers. Metacognitive
 strategies.

Personal development awareness.

Inner motivation.

Emphasis on oral production
 activities.

Meaningful learning

Personal development awareness.

Meaningful learning.

3ra Clase.

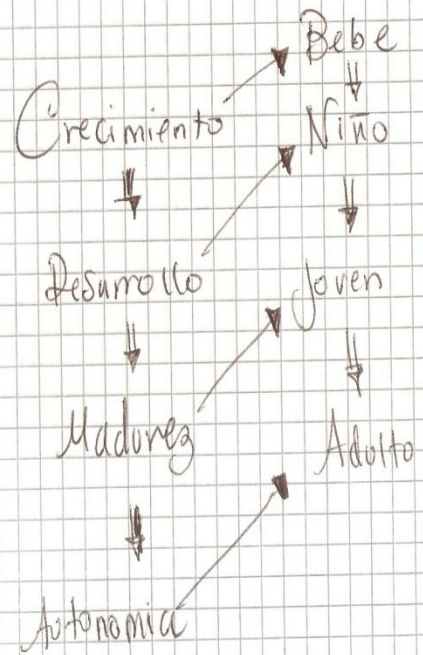
Este día, fue una nueva experiencia aprendimos sobre nuestros cuerpo, como nos desarrollamos desde nuestros primeros días en el vientre de nuestra madre, fue una experiencia muy bonita con nuestro profesor Elkin Rodríguez aprender a reconocer quien eres es el primer paso para un buen diario vivir pero descubrimos tu estructura interna, como funciona y tus crecimientos tanto

alimenticio como mental te hace ser cada día una persona fuerte, lleva de Salud querer vivir cada día mejor, cuidar tu cuerpo es cuidar tu mente y autoestima todo va ligado a uno solo. Si no estás bien emocionalmente mucho menos físicamente, por esto esta clase me ayudó a reconocer mi sistema interno, a querer cuidarlo y valorarlo sin darle daño a mi cuerpo para sentirme bien tanto interna como externamente. Por esto comenzamos nuestro proyecto de vida.

CATEGORIES
Self assessment
CLIL component: content.
Content specialist (Soft CLIL).
Meaningful learning.
Project based activity.
Cognitive strategies: Content.
Personal development awareness.
Future needs. Meaningful learning.
Meaningful learning.

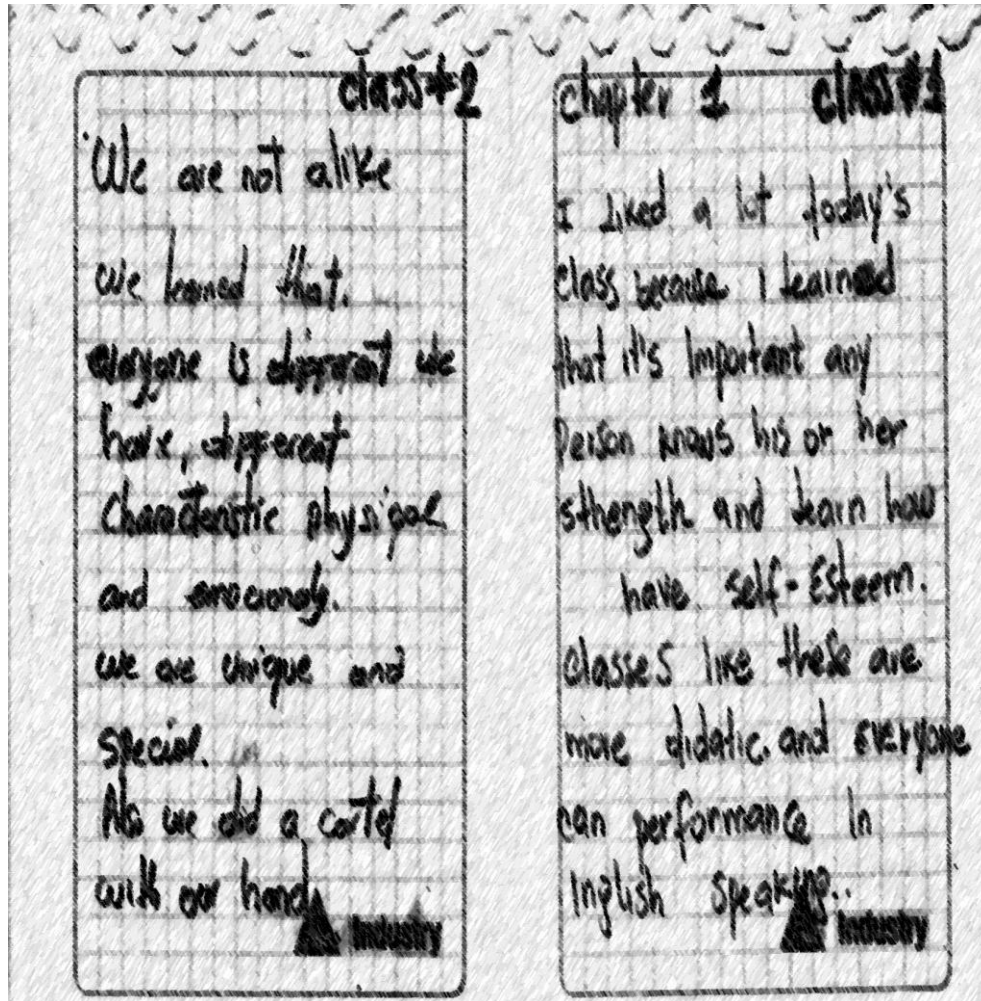
Journal 5

Hacer nuestro proyecto de vida consistia en descubrir a ti mismo !!! reconociendo primero para luego mostrarte al mundo con orgullo y sin miedo.

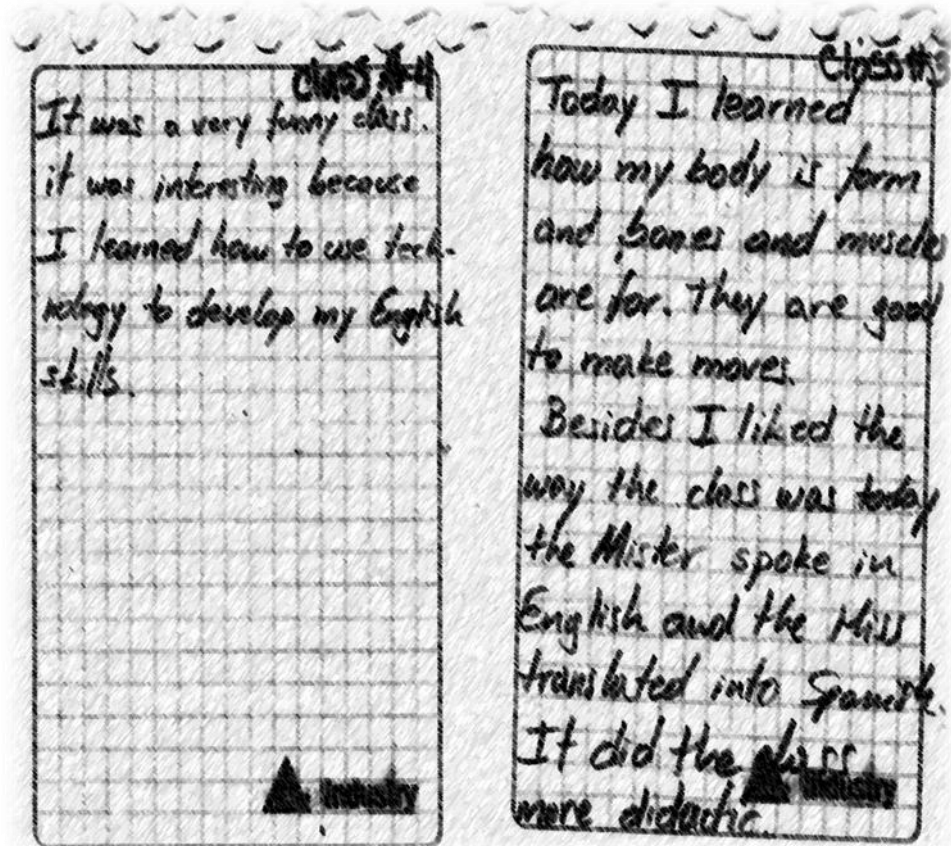


Un niño sano y educado es un adulto autónomo y un buen ciudadano.

CATEGORIES
Self assessment
Type of assessment: project based activity.
Content specialist (Soft CLIL).
Meaningful learning.
Cognitive strategy: Mind maps construction.
Cognitive strategies: Content.
Personal development awareness.
Future needs. Meaningful learning.
Meaningful learning.



CATEGORIES
Affective factors.
Self confidence
Meaningful learning
Self assessment.
Emphasis on oral production.
Content topics: personal development
Meaningful learning: affective factors.
Personal development awareness.

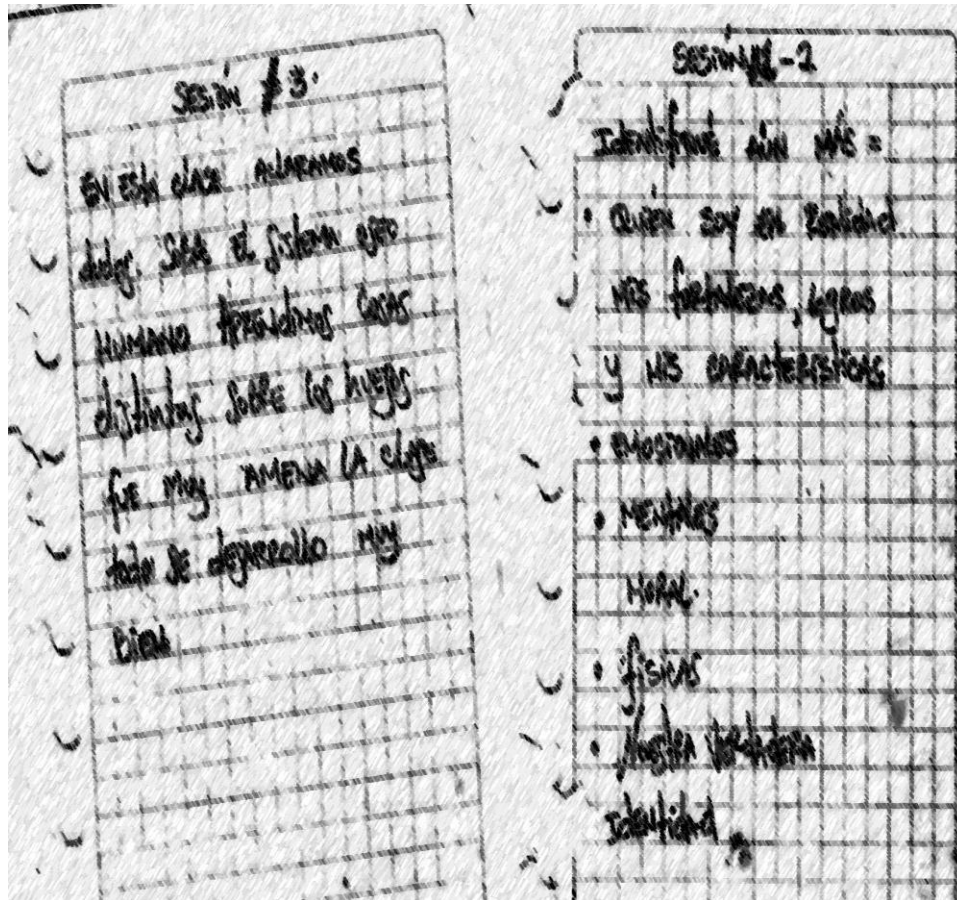


CATEGORIES
Self assessment
CLIL component: content.
Content specialist (Soft CLIL).
Meaningful learning.
Project based activity.
Cognitive strategies: Content.
Personal development awareness.
Future needs. Meaningful learning.
Meaningful learning.

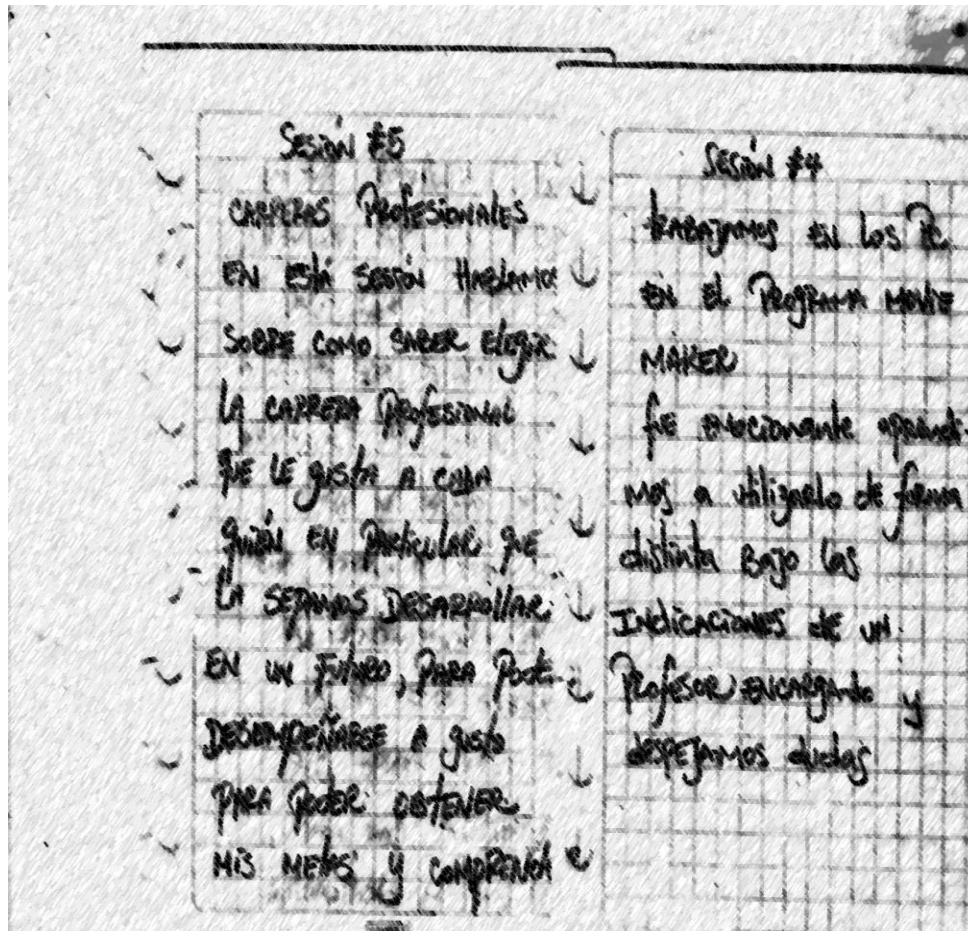
I learned about
 careers. I really
 like the class.
 I think I speak
 more like natural!
 I not think a lot
 and talk and talk
 very fast.
 The food pyramid
 was great.

CATEGORIES
CLIL component: content Reflection on feelings.
Meaningful learning.
Project work
Fluency
Speaking development
Learning language through content. Cognitive strategy and socio affective strategy

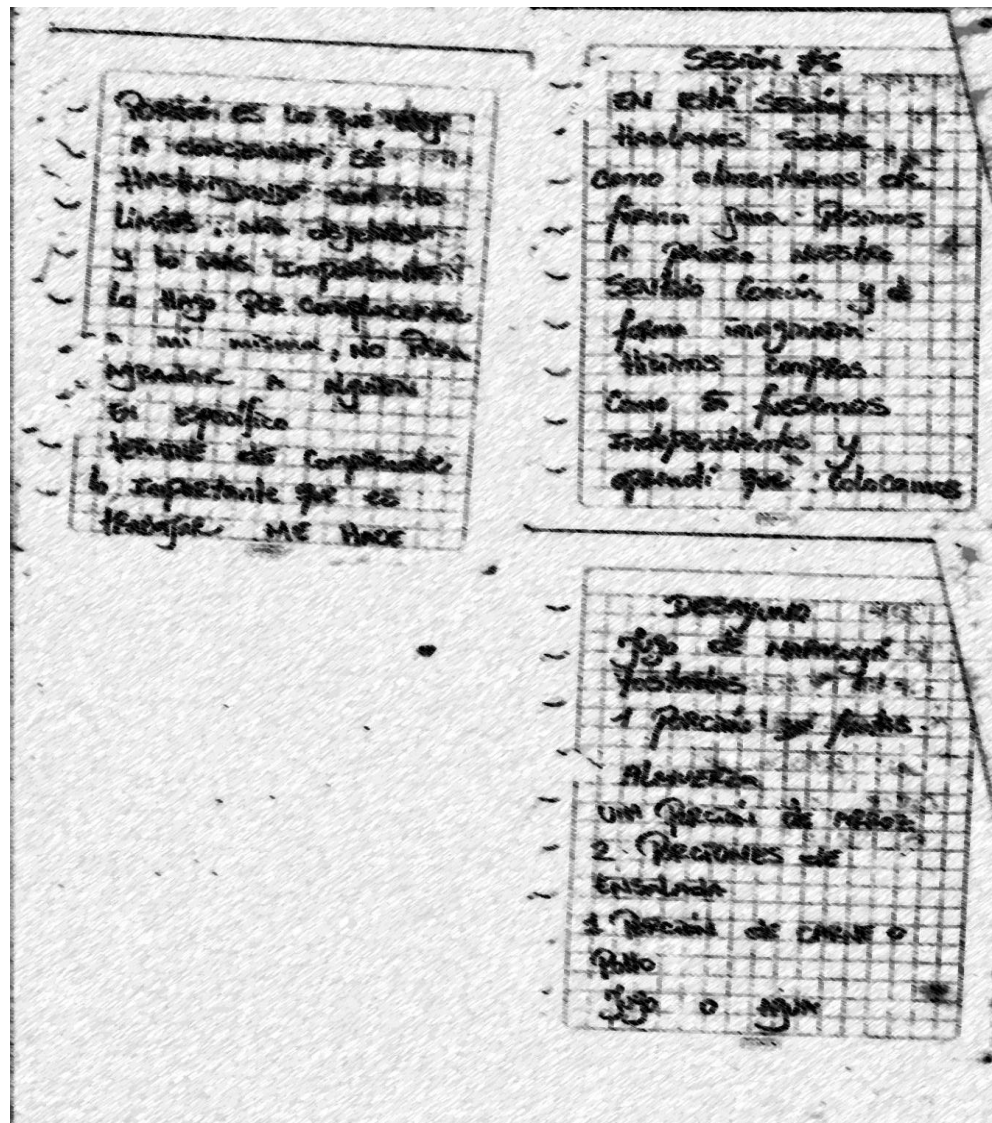
JOURNAL 6



CATEGORIES
CLIL component: content. Material: CALL Type of activities: learning by doing.
CLIL component: content Reflection on feelings.
Personal development awareness: ethical decisions, how to face and overcome problems. Content based: personal development.
Meaningful learning.
Fun in class: extrinsic motivation
CALL Material
Project based using technology.
Learning language through content. Cognitive strategy and socio affective strategy



CATEGORIES
Self assessment.
Content topics
Teaching strategies building personal development.
Project work
CLIL cognition: high thinking skills development.
Life long learning competence.



CATEGORIES
Self assessment.
Hand on activities
Teaching strategies building personal development.
Project work
CLIL cognition: high thinking skills development.
Life long learning competence.

Appendix O

Transcripts: Interview 4: Students (Focal group). Input and product evaluation.

Number of interviewees: 6 students.

Interviewer: Elizabeth Vides

Turn	Participants	Participation	Categories
1	E	Bueno ustedes conocieron, pues se habló de las expectativas del programa, será que el curso o el programa ya desarrollado, en cierta forma, cumplió con sus expectativas. SILENCIO ¿De qué manera si lo hizo o no lo hizo? Haber? En español, si. No te preocupes.	
2	S 1:	Bueno. O sea, mis expectativas si las lleno. Eh, Porque pudimos ver las clase de Inglés, diferentes, cierto? Sin necesidad de estar en la gramática y eso. Pudimos desenvolvemos más. Hubieron compañeras que tal vez en el curso no, no hablaban porque les daba pena hablar y se desenvolvieron aquí y hablábamos normal. Si , o sea como si estuviéramos hablando en nuestro idioma	Learners' needs addressed. Objective achievement. Emphasis on content. Self assessment Awareness of confidence when speaking Recognition of increasing fluency,
3	E	OK. Gracias. Otra opinión.	
4	S 2	Eh, bueno. Principalmente, cuando usted nos habló de este proyecto, eh, me dio como un poco de miedo porque la verdad en clases normales yo era un poco tímida para hablar porque yo veía a mis compañeras hablar con mas fluidez que yo. Entonces, si llenó mis expectativas porque sentí que...como que como mi lengua se iba soltando, o sea , en la clase en realidad yo me he integrado porque entendía y a la misma vez iba este como produciendo esas respuestas y las expresaba en las clases con los temas que vimos.	Needs addressed /objective achievement. Emotional self consciousness Recognition of increasing fluency Reflecting improved comprehension
5	S 3	También llenó mis expectativas porque lo que yo quería en una clase de inglés era hablar bastante. Eso lo logré aquí cuando hacíamos los trabajos en grupo,	Needs addresses/objective achievement: target goal. Working cooperatively with peers.

		o cuando dábamos los temas y reflexionábamos sobre esto. Pasábamos adelante con las actividades que hacíamos y empezábamos a hablar en inglés todo esto. Empezábamos a discutir, ya dábamos así como una conclusión por decirlo así. Y todo era en inglés y cualquier cosa o palabra que no supiéramos aquí la teníamos a usted para ayudarnos y todo eso. Me gustó porque yo siento que yo me desenvolvía aun más de lo que yo esperaba. Siento que si llenó mucho mis expectativas.	Relating information to previous concepts Concept formation Drawing conclusion Emphasis on oral production Exclusive use of L2 Language input Teacher support
6	E	Alguna otra estudiante.	
7	S 4	Yo seño, yo si siento que llenó mis expectativas porque al principio yo me ponía con mi compañera Sharon, que no esta presente en el momento, y los dos teníamos mucho miedo porque prácticamente habían mas compañeras que se desenvolvían mejor en las clases normales del colegio. Entonces cuando ya nosotras fuimos, vimos que mas de un curso de ingles una clase de inglés era más bien con algo que trataba sobre de ti sobre tu vida de persona eres como eres como te desenvuelves en tu diario vivir que es lo que comes entonces, ya? Uno ya ahí yo me desenvolvía porque con Sharon también aprendí mucho porque ella me ayudaba con vocabulario y yo practicaba con ella cuando nos ponían en parejas. Me preguntaron sobre ti yo no sabia que responder entonces uno se desenvolvía y lo decía en inglés porque wao yo lo se, ya? porque es sobre mi entonces en ese aspecto me sentí muy bien porque hablaba sobre mi y desarrolló muchas cosas que yo conocía de mi misma y que lo supe porque me hacían preguntas sobre ese tema y así me fui conociendo	Needs addressed / objective achievement. Working cooperatively with peers. Emphasis on content Working cooperatively with peers. Self assessment Awareness of confidence when speaking Awareness that content background knowledge increases fluency. Reflection learning Using language to explain language Increase on learners' confidence in the target language: Confidence arose when speaking about familiar topics. Emotional self consciousness
8	E	Alguna otra participación.	

9	S5	<p>Pues, sí llenó mis expectativas y esperé mucho mas, o sea, este curso me dio mucho más de lo que yo esperaba porque aprendí nuevas cosas. Sabía algunas cosas, pero ya se me habían olvidado y me ayudo a recordar. Me retroalimenté en algunas cosas, otras cosas como biología, informática muchas cosas que a pesar que ya teníamos, supuestamente las debimos haber dado ya en realidad las dimos pero no así con razones, pero con eso nos dimos cuenta que muchas cosas que tal vez ignorábamos y pues aprendí muchas cosas de todo y el inglés yo no lo hablaba tanto pero cuando usted me preguntaba me salía como con mucha mas fluidez con muchos nervios pero si lo hablé mucho mejor, el ingles, y trataba de practicarlo y aquí en este curso me sirvió mucho porque lo practiqué o sea aprendí cosas nuevas que tal vez yo ignoraba o no sabía. Cuando no sabía algo, yo explicaba lo que quería decir, o sea que tratábamos de no usar el español, usábamos el propio inglés. Fue muy chévere.</p>	<p>Needs addressed/goals achievement.</p> <p>Relating information Structured reviewing Emphasis on content</p> <p>Cross curricular content Self assessment Awareness of confidence when speaking Awareness that familiar content knowledge increases fluency.</p> <p>Reflection learning Accurate self assessment</p>
10	E	<p>Bueno de las habilidades que han mencionado, han mencionado más la oral verdad, o sea ¿de que manera te ayudó el curso a desarrollar esa habilidad oral específicamente o sea qué, te ayudo más?</p>	
11	S 2	<p>Yo pienso que nos ayudó más sobre los temas que tratamos porque hablamos eh ...prácticamente fue de nosotras mismas o sea de lo temas que abarca uno en la vida diaria y en lo que muy pocas veces le prestamos atención entonces, y como fue más de nosotras mismas, nos ayudo a desenvolvernos mas y a pensar más en eso y sin tener miedo para poder expresarnos a través del inglés ya que muchas cosas que no sabíamos, nosotras</p>	<p>Awareness of confidence when speaking Awareness that familiar content knowledge increases fluency</p> <p>Meaningful learning. Self assessment Awareness of confidence when speaking Awareness that familiar content knowledge increases</p>

		lo empezamos a reconocer de nuevo y así empezamos a hablar y la verdad yo creo que todas avanzamos mucho, porque y las que estuvimos aquí estuvimos bastante en el tema de habla, todas hablábamos más y ya como que cada una avanzamos mas.	fluency. Reflection learning
12	E	¿Como notan que hablan mas o sea que realmente ustedes creen que se les desarrolló más en esa habilidad del habla o sea que exactamente que fue la fluidez bueno ahora yo lo que voy a decir no lo voy a pensar tanto que haber?	
13	S 5	Que las palabras nos salían con mucha fluidez, o sea, no hay que pensar tanto lo que iba a decir porque salían así, o sea, uno hablaba como si estuviese hablando ahora mismo en español. Uno daba la opinión en inglés y le iba fluyendo poco a poco, le iban saliendo sin necesidad de estar pensándola ni tener que estudiarlas antes. Así le salían.	Self assessment Awareness of confidence when speaking Awareness that familiar content knowledge increases fluency. Reflection learning
14	E	¿Quién más va decir algo?	
15	S 6	Yo pienso que aunque de todas maneras la fluidez se vio cuando hablamos, hablábamos de temas no tan difíciles tal vez lo de biología ya lo habíamos dado alguna vez y ya teníamos como que algún conocimiento pero por allá lejos y lo recordábamos sin embargo o sea tratamos temas como comunes como era el de la salud, de la...	Awareness that familiar content knowledge increases fluency. Relating/connecting information to prior knowledge Emphasis on content Cross curricular content
16	S S	Sobre la personalidad	Emphasis on content
	S 6	Sobre la personalidad, exacto, del cuerpo humano los alimentos y eso hablar como temas o sea son como temas que nos ayudaron también como a manejar el inglés, porque tampoco era como difíciles, o sea eso nos sacó más el inglés	Cross curricular content Awareness that familiar content knowledge increases fluency Reflection learning
18	E	¿Que actividades exactamente? ¿Haber?	
19	S 1	Cuando por lo menos nos poníamos a	Working cooperatively with

		trabajar en grupo que uno se ponía a hablar con la compañera y todo eso y dialogamos también, o cuando usted nos pasaba bueno, paso algunas compañeras al frente y entonces eran como las representantes de cada grupo y entonces ellas a veces se quedaban como pensando. Y usaban las expresiones que nos enseñaron para sonar natural. Y las decían. Y, de todos modos ellas seguían hablando o sea eso fue, fue muy bonito ver eso o sea todo el mundo se quedaba como así, wau!! Como hablaban.	peers Emphasis on oral production Working cooperatively with proficient users Using controlled communication breakdowns expressions
20	S 2	Yo pienso que fue también cuando leíamos, eh, los libros porque, nosotras leíamos pero no sabíamos muy bien el significado las palabras entonces el contexto de arriba complementaba lo de abajo y así podíamos entender bien, además los dibujos nos ayudaban a que te hicieras una idea mental de la palabra, por lo menos en mi situación yo sentí que en esos momentos como las actividades eran diferentes, eran distintas por que eh era como si tuviera un “switch” y se cambiara entonces, no, ya estoy en ingles entonces ya se me olvidaba como un poco el español entonces, ya me concentraba y me compenetraba más en ese cuento.	Guessing meaning from context Using imagery Relating new information to visual concept Varied activities. Using language to explain language. Exclusive use of L2. Motivation to learning.
21	E	¿Alguna otra opinión?	
22	S 3	Pues, como dijo mi compañera, con los libros porque cuando leíamos a sacar reflexiones. Uno como que ya tenía todo en mente y enseguida hablaba no esto, esto, esto y esto -enseguida: No teníamos que estar como haciendo pausa y ¿cómo es que se dice esto? y enseguida de acuerdo a lo que leímos ya teníamos como que ese párrafo esa idea para decirla en un momento, en un momento determinado, resumiendo con tus propias palabras todo lo visto.	Generating knowledge. Learning language through content. Emphasis on oral production. Awareness that familiar content knowledge increases fluency Concept formation Paraphrasing.

23	E	OK Interesante eso, otro objetivo era el desarrollo personal no, “personal development” ustedes han tocado ya eso pero, ¿de qué manera ustedes creen que el curso los ayudó. Ustedes ya han mencionado que los temas pero realmente como creen uds crecieron en su parte personal, en este corto tiempo ¿como creciste personalmente.	
24	S 6	Pues además de eso, pues el curso nos hacia como ver lo que nosotras seriamos a futuro. Entonces las metas que nos proponíamos y aja le daba uno ganas de de cumplir eso, de seguir además en el curso de inglés nos enseñaba moralmente como éramos nosotras y cambiar las cosas negativas a positivas o sea nos ayudo a crecer porque además de eso nos dábamos cuenta de los errores que teníamos y que apreciáramos las demás personas y así crecer nosotras mismas sin menospreciar a las demás personas además de eso porque usted hacia divertidas las clases porque daba cosas que nosotros nos gustaban. Cosas de uno mismo.	Emotional-self consciousness. Accurate self assessment Progression in knowledge Understanding of specific element, Emphasis on content. Motivation to learning Empathy Transferring knowledge Needs addressed
25	E	ENTREVISTADOR: ¿Como qué por ejemplo?	
26	S 5	Este, Sobre cómo era uno ese si se parecía al papa o la mamá el humor y todo eso cosas que divierten porque uno se pone a pensar de como ah eras aburrida como el papa, no si que estoy aburrida y entonces se acuerda de las anécdotas que uno hacia entonces mientras hacíamos a los trabajos se acordaba de las cosas que uno hacia y le daba risa.	Beyond classroom activity Motivation to learning Transferring knowledge Enjoying learning Fun while learning
27	E	¿Alguna otra opinión?	
28	S 6	Seño, pues este curso nos ayudó mucho en lo de la personalidad porque nos mostró cuales eran realmente cuales eran nuestras prioridades en la vida	Emotional-self consciousness Accurate self assessment

		como eh, eh (RISAS) nos mostró realmente cuales eran las prioridades de nuestra vida. Como Cuando nos llevó a la universidad nos enseñó que realmente tenemos que estudiar para ser alguien en la vida. No estarse sometiendo a las demás personas ni dejarse llevar por los caprichos de las demás personas. Nos mostró realmente como somos y lo que nos ayuda eso para cumplir nuestros sueños saber cómo es uno, lo que le gusta sus habilidades y sus fortalezas. Para ser más adelante las debilidades y fortalecerlas y las fortalezas, fortalecerlas más.	Project work connected to real personal experience. Context-based (real personal experience) Internalization Beyond classroom activity Transferring knowledge
29	E	¿Otra opinión? Ah no, no has terminado, perdón.	
30	S 6	Pues, sí fue muy divertido porque o sea recordé muchas cosas. Me pasó algo una anécdota con la película por que no encontraba fotos pero al fin las encontré y o sea vi el desarrollo, y quedaron muy bonitas.	Enjoying learning. Context based learning
31	E	Quedaron muy bonitas las fotos.	
32	S 4	Me gusto mucho lo de la película porque ahí me di cuenta como iba evolucionando yo y lo que realmente quería lo que quería para mi futuro.	Self assessment Emotional-self consciousness Internalization
33	E	¿Otra opinión?	
34	S 7	Seño, este por lo menos, lo que decía ella sobre la película fue chévere por que uno hablaba con los papas, porque había que hacer como una introducción de como fue el proceso sobre, como se enamoraron y cosas así entonces había cosas que uno no sabía como por lo menos yo no sabía que yo había sido un parto seco y que le había dolido mucho a mi mamá. Yo no sabía esa... Pues, son cosas que uno no sabia y que uno le dan como emoción de conocerse a uno mismo por que eso es bueno cierto? De saber, aja? y ¿cómo se conocieron tus papas, y uno se queda como... después	Context based learning Beyond classroom activity Context based learning Enjoying learning Internalizing learning Progression in knowledge Understanding of specific element Emphasis on content Cross curricular content Project work connected to

		fue algo chévere. También cuando hablamos acerca de las profesiones, muchas personas -bueno muchas compañeras-, este , muchas compañeras no sabían lo que querían estudiar y eso siempre nos ayudó que porque las mujeres trabajaban de que la mayoría de las mujeres eran profesionales entonces como va estimulando a uno de o sea de seguir estudiando de seguir volviéndose cada más profesional y de seguir adelante.	life experience.
35	E	¿Qué valor específico ustedes creen que pudieron desarrollar como persona? En la historia del curso que valor específicos ustedes creyeron que pudieron desarrollar?	
36	S 7	Quererse uno mismo.	Emotional self confidence
37	E	¿Algún otro?	
38	SS	La autoestima.	Emotional self confidence Self assessment
39	E	La autoestima.	
40	S 7	La aceptación.	Emotional self confidence
41	S 2	La autoestima, la aceptación, respeto por las diferencia de los demás.	Emotional self confidence
42	E	Ustedes saben que la manera de la evaluación es a través de la observación através de la culminación del proyecto de cada uno de los proyectos. ¿Les gustó este tipo de evaluación o les gusta el tipo de evaluación tradicional que se venían dando en los otros cursos?	
43	S S	VARIAS ESTUDIANTES: Este. Este tipo de evaluación.	Satisfaction with types of assessment.
44	S 4	Este, definitivamente.	Satisfaction with types of assessment
45	E	¿Por qué? Haber...	
46	S 3	Si, a mi me gustó más este tipo de evaluación porque o sea no es como no tiene como lo mismo o sea un examen y yo todo me lo sabía y entonces a la hora del examen tú te sientes nervioso todo se te olvida y uno queda como que Erda!!! esto no es así (RISAS) Voy a	Self confidence Internalizing learning Progression in knowledge Understanding of specific element Emphasis on content Cross curricular content

		<p>perder la materia no y entonces con eso te esmeras por tu lo haces porque tu quiere tu lo haces porque a ti te nace tu sabes que vas a crecer como persona y si a mi me preguntan algo, tu respondías porque era algo sobre ti por decir pues este sí y aja era algo que te subía el autoestima que te preguntaban y que tú supieras y respondías y entonces por eso te ayudo a crecer por que yo era de las personas que soy buena leyendo , en leer y eso pero a la hora del hablar XXXXXX me sentía insegura y entonces pues me ayudo un poquito más porque yo así comencé porque mis compañeras comenzaron a hablar y entonces yo quería también quería después hablar y entonces yo hablé con la misma pasión pues entonces me di cuenta que si yo podía hacer eso y se me sentía con miedo en este aspecto porque hubo un momento en un aspecto de mi vida que me sentía insegura entonces yo dije ya me di cuenta que había cosa que yo no podía hacerlo y que ahora ya puedo. .</p>	<p>Project work connected to life experience Assessment coherent with process. Self confidence. Meaningful learning. Self assessment Awareness of confidence when speaking Recognition of increasing fluency Awareness that familiar content knowledge increases fluency Awareness of building proficiency Reflection learning</p> <p>Motivation to speaking Cooperative learning Evaluating own progress</p> <p>Self confidence to use the target language</p>
47	E	¿Alguna Otra?	
48	S 2	<p>Seño, a mí también me gustó mucho porque era un método que uno aprendía sin necesidad de presión porque por ejemplo a uno le fue bien en un tema o al así y, entonces, ya hay examen y entonces y ya hay presión: que tiene que estudiar no se qué. Y, entonces, uno estudia para el momento, ya, después ya se le olvida y ya uno después ya no sabe lo que es, que era lo que realmente era. Entonces, este es mejor porque uno lo vive, uno lo expresa y lo siente (ÉNFASIS). Entonces, es algo que uno aprende para toda la vida y que sabes que no se te va olvidar y no es necesariamente que te lo tienes que aprender de memoria y que ya después</p>	<p>Self confidence Evaluating own progress</p> <p>Repetition Context based learning Self assessment Awareness of confidence when speaking Recognition of increasing fluency Awareness that familiar content knowledge increases fluency Awareness of building proficiency Reflection learning</p>

		ya no más adelante no vas, no te vas a acordar.	
49	S 1	Yo pienso que también fue importante esta, esta nueva forma de, esta metodología nueva de aprender porque así sabe uno lo que sabe. Porque veces uno se aprende las cosas como decía S 2 de memoria eso bueno listo por el momento y a veces es bueno que esas cosas que uno se aprendió la tengas siempre presentes cierto? Entonces, también es bueno en el sentido de que la mayoría de los estudiantes hoy en día; “hay no inglés, ¡tronco pava ¡Que tal” Entonces por qué hay otro idioma más difícil entonces y todo eso entonces eh hace ver el inglés no tan malo como creen que es, si no que lo hacen diferente: lo, o sea como si fuera uno mismo el que estuviera hablando. Como si esta fuera la lengua de nosotras o sea el inglés fuera la verdadera lengua de nosotras. O sea a mi parece que fue una nueva forma de estudiar.	Having fun while learning Self confidence using target language. Evaluating own progress Self assessment Awareness of confidence when speaking Recognition of increasing fluency Awareness that familiar content knowledge increases fluency Awareness of building proficiency Reflection learning
50	E	Alguna otra intervención ya para culminar, ustedes le recomendarían este curso a las estudiantes que siguen o sea que en verdad esto se planteara como ya parte de la institución? Razones ya obviamente ustedes han mencionado pero díganme una específica. Cada una.	
51	S 3	Pues que ayuda a crecer a uno como persona y que le permite a conocerse a uno mismo sus debilidades sus prioridades y sobretodo pues aprender las cosas para toda la vida y no para un momento específico.	Accurate self assessment Emotional self consciousness Meaningful learning Learning content through language Context based learning
52	S 4	Bueno como ya lo han dicho muchas veces hablar con más fluidez mediante actividades y para que la clase no sea así como que siempre lo mismo y uno va aprendiendo más y uno le gusta y uno quiere hacerlo así.	Self assessment Awareness of confidence when speaking Recognition of increasing fluency Awareness that familiar

			content knowledge increases fluency Awareness of building proficiency Reflection learning Enjoy learning
53	S 5	Así como dije: Como que nos ayuda a aprender el inglés, o sea nos enseña sobre como es uno la autoestima o sea todos los temas que vimos las películas que tuvimos que investigar desde chiquitos y recordar cosas que ya se habían dado antes.	Context based learning Learning content through language. Learning language through content Beyond classroom activity
54	S 6	Porque además de crecer personalmente te ayuda como a desarrollar más la lengua. Como un aprendizaje diferente.	Accurate self assessment Self confidence Self assessment Awareness of confidence when speaking Recognition of increasing fluency Awareness of building proficiency Reflection learning Learning language through content
55	S 7	Porque además de enseñarte más en ingles. Bueno te dio doble aprendizaje: tanto en el idioma como sobre la vida diaria o sea que uno como persona te ayuda a conocerte como debes crecer como alimentarte o sea todo lo que puede aplicarlo, aplicarlo, en tu vida diaria y puedes ir profundizando el ingles mas.	Learning language through content Learning content through language Context based learning Self assessment Awareness of confidence when speaking Recognition of increasing fluency Awareness that familiar content knowledge increases fluency Awareness of building proficiency Reflection learning
56	S 5	Bueno, yo pienso que la verdad esto nos dio a todas seguridad y confianza en si mismas por que nos dimos cuenta que	Self confidence Emotional self consciousness (needs and

		<p>sabemos, que nos falta aprender o sea cuáles son nuestras verdaderas capacidades en que realmente somos buenas y pues la verdad la persona pretenda seguir este tipo de metodología, para mi pensar, tiene que ser una persona con mucha confianza en sí misma porque si esa persona no tiene confianza no le puede transmitir la misma confianza y seguridad a los estudiantes que está enseñando porque yo sentí eso que como la profesora nos inyecta esta confianza y nos daba todo ese ánimo para poder seguir haciendo como que como que te equivocaste pero la próxima vez en clase lo puedes hacer mejor y para que también se haga más divertido pues muchas piensan que el ingles es difícil y es aburrido y es muy rutinario.</p>	<p>desires creating a greater skill in understanding our own nature, our limits)</p> <p>Context based learning activity.</p> <p>Teachers' support</p> <p>Rapport</p>
57	S 15	<p>Bueno yo pienso que como dijo mi compañera ayuda con tu autoestima te da confianza ya no eres insegura y que si puedes aprender a hacer esto puede aprender muchas cosas en tu vida diaria.</p>	<p>Self confidence</p> <p>Emotional self consciousness</p> <p>Context based learning</p> <p>Internalization</p>
58	S 3	<p>Bueno pues a veces hay que aceptar las cosas nuevas cierto entonces a veces no todo lo nuevo es malo y esta es una nueva metodología de estudiar porque no siempre tienes que aprenderte al pie de la letra sino que tratas de aplicar todo lo que pasa a tu alrededor la vida diaria entonces, a tu vida y por ejemplo te pasa una situación parecida a la que vistes en la clase ya sabes cómo reaccionar y si por casualidad te encuentras con una persona en el extranjero te vas a saber desenvolver sin necesidad de que será que lo estoy diciendo bien será que me estoy equivocando y como decía S8 yo me siento como mas segura de lo que estoy diciendo. O sea...</p>	<p>Emotional self consciousness (needs and desires creating a greater skill in understanding our own nature, our limits)</p> <p>Context based learning</p> <p>Transferring knowledge.</p> <p>Self confidence</p>
59	S 7	<p>De pronto, la fluidez como bien lo</p>	<p>Self assessment</p>

		dijeron, entonces los temas que se tocaron de la vida cotidiana de nosotras ayuda a que vocalicemos más y que nos concentremos mas en el tema. Sonábamos más naturales.	Problem solving activity Internalization Context-based learning (real personal experience) Accurate self assessment Awareness of confidence when speaking Recognition of increasing fluency Awareness that familiar content knowledge increases fluency Awareness of building proficiency Reflection learning
60	S 6	Porque además de ser una simple clase, por que aprendías mucho no solo el ingles sino a desenvolverte tanto problemas en ingles y además aprendías cosas sobre tu mismos y sobre cosas que aja son divertidas, ajá, sí lo recomendaría igual me divertí con la clase.	Learning language through content (personal development content) Internalization Enjoy learning. Fun while learning. Context based learning
59	S 7	Estas clases así son mucho más didácticas divertidas y además uno aprende mas sobre la esencia de lo que es uno, uno además de pasar por esta clase uno la puede poner en practica en la vida por que yo creo que para esto es que son estos cursos cuando se nos presenten la situación de hablar en cualquier momento con una persona del extranjero en ingles tener como la seguridad y saber que uno esta respondiendo bien através de las preguntan que ellos les, - nos- hagan.	Reflection Self evaluation Meaningful learning Self confidence. Context based learning Self assessment Awareness of confidence when speaking Recognition of increasing fluency Awareness of building proficiency Reflection learning
60	S 3	Esto es una buena experiencia para todos que es una clase didáctica que aprendes no solo en ingles si no que puedes integrarlo y manejarlo con otras materias como nosotros lo hicimos aquí que aprender de vocabulario o sea no lo	Accurate self assessment Self confidence Learning content through language Decision making Motivation to learning

		sabemos o informática aprender como usarlo todo en ingles o sea te defiendes mucho mas a defenderte, a tener seguridad en ti cuando hables o sea no te pongas a dudar: ¿ay será que lo dije bien? No, si no que tienes seguridad, que es dinámico porque no es siempre lo mismo escribir, escuchar la seño participas quieres estar activo quieres estar pendiente de todo y hacer muchas preguntas.	Learning language through content Self assessment Awareness of confidence when speaking Awareness of building proficiency Reflection learning Varied activities. Eager to participate
61	E	Bueno, muchas gracias	

Appendix P

Speaking situations through the methodology used

LESSONS	SPEAKING STAGES THEORY	INSTRUCTIONAL MODEL THEORY	TASK/ACTIVITIES
Module 1: Section A. Approximately 8 hours.	Conceptualization: background knowledge, knowledge about the topic and about the speech situation.	Preparation: In this phase, the teacher finds out, often through brainstorming or a concrete experience, what students already know about the concepts in the subject area to be presented and practiced, what gaps in prior knowledge need to be addressed and they have been taught about it. The lesson objectives are explained to students and essential new vocabulary is developed as an outcome of the initial prior knowledge activation activity.	Use of imagery: draw a symbol that identifies the student. Talk to partners given a short rationale why this object is connected to their personality or physical description (Transcript 1: turn 58-140)
	Formulation: Verbalize concepts, structures, vocabulary in order to supply the speaker with necessary words that are connected in the correct order.	Presentation: In this phase, students interact with the new information presented by the teacher or text through selecting, comparing, organizing and integrating activities.	Reading the text Psychological description of personality by Myers Briggs (retrieve from http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/) It was given to student in copies as part of a workshop and discussing certain questions. Transcripts 1: turns 147 – 159). Students connect or locate themselves in the categories given by the theory and proceed to define their personality using academic language and at the same time their language. They must go write that on the board and explain shortly why they are that type of personality defined by Myers Briggs (Transcript 1: turn 161 – 201).
	Articulation: the speaker is able to make a certain length of speech as a unit.	Practice: In this phase, students must be engaged in hands-on activities to practice the new information they were exposed to in the presentation phase.	In small groups, students tell their partners who they are, what personality types they are using the new information (Transcript 203 – 215). There are no audible recording of students interaction.
	Auditory feedback	Application and integration (Evaluation): This phase plays a dual purpose of evaluating and consolidating the learning task. To evaluate students' learning, the teacher manages students to refer back to the knowledge acquired in the preparation phase. In doing so, they	Teacher asks all the students individually to describe who they are to the whole class (Students have their books closed and use their own language integrated with academic terms to define who they are) (Transcript 1: turn 218 - 296)

Module 1: Section B. Approximately 8 hours.	consolidate the new information by using it to restructure their prior knowledge, identified in the preparation phase.	
	Auditory feedback	Expansion activities: Students are given a variety of opportunities to think about the new concepts and skills they have learned, integrate them into their existing knowledge frameworks, make real world applications and continue to develop academic language.
	Students are taken to the lab and explore a web site about personality type and do a quiz on it. The focus is to match the personality type with the objectives in life from a personal and professional view. Then, after they got the results, they described what their possible profession in the future would be according to their personality type (Transcript 1: turns 296 – 318).	
	Conceptualization	Preparation
	Teacher states objectives, asks students about what they did last class and then, she showed them some pictures about a family whose members are doing different activities, showing different likes, wants, talents. Through questions students were guided to conclude that each person has different personalities according to what they do in their life and this is what makes us unique (Transcript 2: turn 1-20).	
	Formulation	Presentation
	Reading from a content based book (Health for life). Students are reading aloud in sections. Teacher explains vocabulary and asks comprehension questions of was being read (Transcript 2: turns 23 – 100).	
	Articulation	Practice
	Students with the books closed are going to answer to questions to discuss in pairs. Before, teacher showed them another pictures with some people doing certain activities. Now the questions are routed to ask people strength. Then, the questions turned to them about what activities they like to do and what their strengths are (Transcript 2: turn 103 – 155).	
	Formulation	Presentation
	Students are given an article: <i>What can you change about yourself?</i> And asks to read it silently. Then, the teacher routed a discussion where students, based on the article, take the suggestion given and exemplifying using real experiences (Transcript 2: turn 162 – 180).	
	Articulation	Practice
	Students in group thought back or reflected on certain aspects. The discussion they had was led by certain	

		questions given by the teacher Transcript 2: turn 180 – 193).
Auditory feedback	Application and integration (Evaluation)	There was a plenary with a member of each of the groups (Transcript 2: turn 196 - 259
Auditory feedback	Expansion activities (self-evaluation)	Time allowed for journals (Transcript 2: turn 260).